



## **NOTICE OF MEETING**

### **Thames Valley Berkshire City Deal (Elevate Berkshire) Joint Committee**

**Tuesday 22 May 2018, 10.30 am**

**Green Park Conference Centre - 100 Longwater Avenue, Green Park, Reading, RG2 6GP**

### **To: THAMES VALLEY BERKSHIRE CITY DEAL (ELEVATE BERKSHIRE) JOINT COMMITTEE**

Councillor Munro, Wokingham Borough Council (Chairman)

Councillor Lovelock, Reading Borough Council (Vice-Chairman)

Councillors Brunel-Walker (Bracknell Forest Council), Chadley (West Berkshire Council),

Rankin (Royal Borough of Windsor & Maidenhead) and Swindlehurst (Slough Borough Council)

#### **cc: Substitute Members of the Panel**

Councillors Collis (West Berkshire Council), Heydon (Bracknell Forest Council) and Hussain (Slough Borough Council)

#### **Co-optees:**

Katharine Horler, Thames Valley Berkshire LEP

Tim Smith, Thames Valley Berkshire Local Enterprise Partnership

#### **EMERGENCY EVACUATION INSTRUCTIONS**

- 1 If you hear the alarm, leave the building immediately.
- 2 Follow the green signs.
- 3 Use the stairs not the lifts.
- 4 Do not re-enter the building until told to do so.

If you require further information, please contact: Derek Morgan

Telephone: 01344 352044,

Email: [derek.morgan@bracknell-forest.gov.uk](mailto:derek.morgan@bracknell-forest.gov.uk)

Published: 13 May 2018

**Thames Valley Berkshire City Deal (Elevate Berkshire) Joint  
Committee  
Tuesday 22 May 2018, 10.30 am  
Green Park Conference Centre - 100 Longwater Avenue, Green  
Park, Reading, RG2 6GP**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

**AGENDA**

Page No

**1. APOLOGIES FOR ABSENCE AND SUBSTITUTE MEMBERS**

To receive apologies for absence and to note the attendance of any substitute members.

**2. DECLARATIONS OF INTEREST**

Members are asked to declare any disclosable pecuniary or affected interests in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

Any Member with an Affected Interest in a matter must disclose the interest to the meeting. There is no requirement to withdraw from the meeting when the interest is only an affected interest, but the Monitoring Officer should be notified of the interest, if not previously notified of it, within 28 days of the meeting.

**3. URGENT ITEMS OF BUSINESS**

Any other items which, pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

**4. MINUTES AND MATTERS ARISING FROM THE LAST MEETING**

To approve the minutes of the last meeting held on 26 September 2017 and receive updates on any issues not covered elsewhere on the agenda.

5 - 8

5. **ELEVATE BERKSHIRE ESF UPDATE**

To provide Joint Committee with an update on the Elevate Berkshire European Social Fund Programme.

9 - 92

Key Updates:-

- Item 1 – Update From Central Team on Key Projects
- Item 2 – Partner Updates
- Item 3 - Performance and Funding
- Item 4 - Project Change Request
- Item 5 – Future projects

This page is intentionally left blank



**THAMES VALLEY BERKSHIRE CITY  
DEAL (ELEVATE BERKSHIRE) JOINT  
COMMITTEE  
26 SEPTEMBER 2017  
11.39 AM - 12.21 PM**

**Present:**

Councillor Anthony Chadley, West Berkshire Council  
Councillor Jo Lovelock, Reading Borough Council  
Councillor Stuart Munro, Wokingham Borough Council

**Co-opted Members:**

Katharine Horler, Thames Valley Berkshire LEP  
Tim Smith, Thames Valley Berkshire LEP

**Also Present:**

Paul Gresty, Reading Borough Council  
Shanzeeda Chowdhury, Slough Borough Council  
Mark Browne, West Berkshire Council  
Angela Congedo, Princes Trust  
Rhian Hayes, Wokingham Borough Council  
Emelye Janes, Reading Borough Council  
Kashif Nawaz, Bracknell Forest Council  
Lee Teideman, Adviza

**Apologies for absence were received from:**

Councillor Sohail Munawar, Slough Borough Council

**1. Election of Chairman**

**RESOLVED** that Councillor Stuart Munro be elected Chairman of the Joint Committee.

**2. Appointment of Vice-Chairman**

**RESOLVED** that Councillor Jo Lovelock be appointed Vice-Chairman of the Joint Committee.

**3. Declarations of Interest**

There were no declarations of interest.

**4. Minutes and Matters Arising**

**RESOLVED** that the minutes of the meeting of the Committee held on 24 January 2017 be approved as a correct record and signed by the Chairman.

Due to the number of new members a short presentation was given which reaffirmed the reasons for the collective programme.

It was fed back to members that the Elevate Programme had allowed for a more holistic way of working which had introduced positive changes within the system. Along with collective working, this had resulted in better outcomes for young people within Berkshire.

The Joint Committee was reminded that the programme had been set a collective output of engaging with 3,380 young people and a collective result of 43% on the overarching outcome target. Each partner had been assigned output and result targets, that collectively met the collective programme targets. The collective targets had been indicatively profiled over 3 years.

## 5. **Urgent Items of Business**

There were no urgent items of business.

## 6. **Elevate Berkshire - ESF Update**

The Joint Committee received an update on the pan-Berkshire Elevate programme by way of a presentation from Paul Gresty.

The Joint Committee's attention was drawn to the following key successes:

- The Collective Elevate Programme had been subject to a successful Article 125 Audit on the 17 and 18 May 2017.
- System change and centralised Elevate system - Elevate had been the catalyst for conversations around the operational delivery of skills and employment activity and instrumental in culture change.
- Co-location of key partners - partners were now working together for mutual benefit and the partnership was growing as providers began to realise the value of being associated with something that had the capacity to draw down money.
- BASE project – the pan-Berkshire project focusing on employment for young people with disabilities.
- Elevate Brand – the Elevate brand was growing locally with visits by senior Civil Service leads and the Head of the ESF.
- Referral/Caseworker Model - Elevate had implemented a new person-centred pathway; whereby services delivered by the partners were wrapped around the individual via the holistic Elevate service.
- Central project management system and ESF workshops - the central team had been working with partners to operationalise compliance considerations.
- Partnership Working - Elevate continued to build a culture of collaboration amongst partners who were seeing the added value of working together)

- Project sustainability and aspiration to deliver an ageless Elevate Berkshire model using Elevate as the vehicle.
- Good News Stories – had been provided in Appendix A of the report and demonstrated the positive impact the programme was having on some of the people that it had supported to date,

The Joint Committee welcomed the links with the LEP and Building Better Opportunities (BBO) in East Berkshire. Working together had ensured a better understanding of the governance arrangements however the Joint Committee were reminded that this was not legal body status as the LEP only informed the specification for BBO and the investment strategies. The LEP had four programme groups, one of which was the Delivery Group, which aimed to have an overview and to co-ordinate all projects, along with identifying any crossovers that may occur. This was not a governance structure.

The Joint Committee raised concerns that West Berkshire seemed better at collaborative working than East Berkshire, as West Berkshire were linking projects together with other agencies.

Concerns were also raised by the Chair about the attendance of Members at the Joint Committee, as in the last year one meeting had been inquorate and one had been cancelled due to few attendees. Somehow attendance needed to be improved and communication within Local Authorities about the role of the Members on the Committee needed to be clearer.

In January 2017 the Joint Committee had been updated on individual and collective performance. The Joint Committee noted DWP had been concerned about the under-performance and had refused to agree a revised set of outputs and results. Members noted that partners had not delivered the necessary performance improvements since the January 2017 Committee.

The Joint Committee noted that to date the DWP had paid four claims (covering the period Nov 15 to Dec 16). The programme was awaiting claim five and six, with claim 7 due in October 2017. 100% of the funding for partners for claims one, two and three had been released, but as agreed at the Joint Committee in January 2017 performance would be taken into account in relation to payments for claim four due to the necessary performance targets not being met. As a result a percentage of the partners claims would be withheld. This was inline with the ESF underperformance methodology for the 14-20 ESF Programme which was set out in Appendix C of the report. The withheld money would be held by Reading Borough Council, it was thought that this was a more pragmatic approach to the programmes management and would mitigate any risk going forward to ensure that it was not just a resource based programme. Underperformance was national issue as the targets set for output and results had been set high.

The Joint Committee were reminded that previously the DWP had insisted that the programme had to deliver the outputs and results and that money could be 'clawed-back' if it did not meet the collective targets. Clarification still needed to be sought from the DWP as they still had not confirmed whether this would be implemented.

The Collective Elevate Programme had been subject to a successful Article 125 Audit on the 17 and 18 May 2017. There had been an eight week lead in time to prepare for the visit however there had been some issues with partners not providing the

required evidence for resource claimed for, which did put the programme at risk. However, the Joint Committee noted that despite the issues the programme was rated compliant and didn't need to pay back any ESF funds that has been drawn to date. Positive feedback had been received regarding the model and system changes. It was likely that in the future there would be a 127 Audit or an EFS Commission visit. However it was thought there would be a period of grace which would allow the programme to undertake a health check with partners and the central management system.

The Joint Committee were informed that thought needed to be given to the sustainability of the current Elevate brand and programme model, as by the start of 2019, the programme will have spend £6m implementing the new system in Berkshire since 2014. It was proposed to the Joint Committee that the central Elevate team would bring together key partners to discuss future arrangements later in 2017 to act as a "critical friend". Conversations would also be undertaken locally with Local Authorities with the view to evolve Elevate as its own service.. The future investment models would also be reviewed and updates would be provided at the next Joint Committee meeting.

Having noted the issues and welcomed the update on action being taken by Paul, the Joint Committee.

**RESOLVED** that the Joint Committee note the success of the collective Elevate Berkshire programme and endorsed the actions, proposals and agreements within the briefing paper; to ensure the programme continues to be delivered in-line with ESF processes.

**CHAIRMAN**





<b>TO:</b>	<b>ELEVATE BERKSHIRE JOINT COMMITTEE</b>		
<b>DATE:</b>	<b>22<sup>nd</sup> May 2018</b>	<b>AGENDA ITEM:</b>	
<b>TITLE:</b>	<b>ELEVATE BERKSHIRE (CITY DEAL) UPDATE</b>		
<b>LEAD COUNCILLOR:</b>	<b>CLLR MUNRO (WBC)</b>		
<b>WARDS:</b>	<b>BOROUGHWIDE</b>		
<b>LEAD OFFICER:</b>	<b>EMELYE JANES</b>	<b>TEL:</b>	<b>07870155290</b>
<b>JOB TITLE:</b>	<b>PROJECT MANAGER – ELEVATE BERKSHIRE</b>	<b>E-MAIL:</b>	<a href="mailto:Emelye.janes@reading.gov.uk">Emelye.janes@reading.gov.uk</a>

**1.0 PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

1.1 This report provides Elevate Berkshire Joint Committee with a progress update on the pan-Berkshire ‘Elevate’ programme, specifically focusing on:-

- Item 1 – Update From Central Team on Key Projects
- Item 2 – Partner Updates
- Item 3 - Performance and Funding
- Item 4 - Project Change Request
- Item 5 – Future projects

1.2 Elevate Berkshire is an employability and skills programme funded by the European Social Fund (ESF). The Elevate Berkshire partnership is made up of a number of key stakeholders including the 6 Berkshire local authorities, The Prince’s Trust, Ways into Work and Adviza. The partnership also has a number of delivery partners – delivering activity on behalf of the key stakeholders.

1.3 The programme is led by a central Elevate Berkshire team based at Reading Borough Council, the accountable body, and brings together a range of other partners, as above, to support young people aged 16-24 in Berkshire who are hard-to-reach or have barriers to employment

## **2.0 RECOMMENDED ACTION**

- 2.1 That Joint Committee note the success of the collective Elevate Berkshire programme and endorse the actions, proposals and agreements within the briefing paper; to ensure the programme continues to be delivered in-line with ESF processes.**

## **ITEM 1 – UPDATE FROM CENTRAL TEAM ON KEY PROJECTS**

### **3.0 Slough Procurement**

- 3.2 Until recently the Elevate Berkshire programme has not currently being directly delivered in the Slough local authority area with the exception of the provision from the Prince's Trust and Ways into Work. However, there are a significant number of eligible participants who could benefit from the Elevate Berkshire ESF programme.
- 3.3 In order to address this and help meet overall programme targets for the number of young people benefitting, agreement was made by the Thames Valley Berkshire Joint Committee to procure providers to deliver two projects in Slough.
- 3.4 These projects will ensure the programme is truly pan-Berkshire and that eligible participants in Slough have access to the additional support available via the Elevate Berkshire programme.
- 3.5 In November a procurement exercise was undertaken by Reading Borough Council, as the accountable body, for the two projects:
- **Slough Project 1-** A contract for £170,000 to engage and support 390 eligible young people into employment, education or training or to gain basic skills. With a particular focus of supporting those from an ethnic minority (B&ME) background.
  - **Slough Project 2-** A contract for £40,000 to engage and support 40 lone parents into education, employment or training.
- 3.6 Slough Project 1 was awarded to Kennedy Scott, who have considerable experience in delivering employment support to individuals with barriers to employment. The project will be live from May.
- 3.7 Despite considerable interest in Project 2, only one provider bid for the project. The contract was offered to this provider who subsequently turned it down. As a result, the central team sought feedback from those who expressed an interest. The project was re-advertised at the beginning of May, it is hope that a provider will be in place by the end of May.

## 4.0 Projects with Purpose

- 4.1 During October- December 2017, Elevate Berkshire and West Berkshire commissioned Projects with Purpose (PWP) to undertake some research into how best to attract and engage with young people with a view to moving them into employment, education or training and test the theory of setting up an online Peer Led Programme.
- 4.2.1 Project with Purpose undertook structured interviews with professionals and focus groups with Elevate participants in order to test the hypothesis:

*“Could a young people’s, peer led, digital service attract and engage significantly more people to the Elevate Programme”*

- 4.3 PWP subsequently produced a report with their findings. The key messages from the report indicate that:
- Unequivocally, digital is a powerful means of engaging with young people
  - Digital and particularly social media creates a space that young people choose to make their own

- 4.4 The PWP report concludes that:

*‘The answer is a resounding and conclusive yes but with a strong warning that a digital service in isolation will not work. The young people were very vocal about their continuing need for in-person services, with huge value put on being able to ‘trust’ the person providing that service.*

- 4.5 In summary, a blend of traditional face to face and digital services combined with peer led services that work closely with the existing Elevate programme would work well.

### Appendix A sets out the findings in full.

- 4.6 Projects with Purpose presented to the Officer Steering Group the findings and a potential pilot model. However, there were concerns around funding a pilot with ESF funding which would not directly deliver against the programme targets.
- 4.7 The partnership agreed that lessons could be learned from the PWP report with regard to digital marketing and better outreach and engagement with participants using digital channels.

## 5.0 Digital Marketing

- 5.1 Each partner has their own localised website in the form of ElevateMe and some partners use social media sites such as Facebook and Twitter for promoting the service and support available. However, Elevate online presence is not particularly strong.
- 5.2 Traffic to the Elevate Me website remains low in some areas and as the PWP report points out more can be done across the programme to promote Elevate and engage with young people in more meaningful ways online.

- 5.3 One option which has been agreed the Officer Steering group is to employ a digital marketing apprentice to build the online presence of Elevate Berkshire. The apprentice would improve the content of the ElevateMe local websites and work with partners to increase outreach via social media.
- 5.4 Secondly, it was suggested that the central team source some digital marketing training for Elevate staff so all partners could become more proactive in this area.

**Appendix B outlines the most recent analytics for the Elevate Me Websites.**

## **6.0 Employment is Everyone's Business Project**

6.1 Employment is Everyone's Business - Stage 2' commenced delivery in March 2017. The aim of the project is to support Elevate Berkshire and the 6 LA areas to improve life chances and employment outcomes for young people with Special Educational Needs SEND. The project includes 20 days of targeted support based on the outcome of phase 1 and the action plans and outcomes desired across Berkshire.

**Appendix C provides an update on the progress of this project.**

## ITEM 2- PARTNER UPDATES

### 7.0 **Bracknell Forest**

- Partnership working continues to be very successful, with regular meetings being held with Managers and Delivery Staff, to ensure a structured client focussed delivery to all clients.
- There is clear and comprehensive information exchange both ways between all partners and the Elevate Hub is seen as an information conduit here in Bracknell Forest. Weekly job vacancy lists are being produced by a volunteer here at the Hub and these are then sent out to all partners and local schools to identify all local opportunities.
- Work with the Regeneration Partnership here in Bracknell to provide employment for approximately 3,500 people for the Lexicon Development, which opened in September 2017. Elevate Steering Group meetings are being used as the venue for discussions as to how best we can open up these opportunities to local people. Various meetings have been held to maximise opportunities for all of our young people.
- The Supported Employment programme with Learning to Work is progressing well and the plan is to refer at least 20 young people in the first year. This project is being run in partnership with Kennel Lane School (Specialist Educational School) and some of the places have been reserved for their pupils.
- Ongoing conversations with the internal Children, Young People and Learning Department about brand adaption on their part and closer working of the NEET work in their department and Elevate is taking place. A plan of how to merge the two services has been discussed and is now moving towards an overarching plan for the whole team.
- The project in partnership with Adviza has worked very well. This project ended in December 2017.
- The second project, Adviza Advance, continues, now running as a hybrid of the two previous programmes. This is due to end in March 2018 and discussions are currently taking place with Adviza to set up a revised version of the Intensive project for a further year.
- A revised version of the Advance Support Project run by Adviza is being discussed. This is to ensure that we are making the most of limited resources available and that local young people benefit from this support.

### 8.0 **Prince's Trust**

The courses we run in the period are:

- Get into Security, run in Slough with Triforce Security
- Get Started with Hair and Beauty, run in Reading with Heads High
- Get into Retail, run in Reading with Marks and Spencer
- Get into Retail with M&S – Reading
- Get into Hospitality – Reading
- Get Started with Football with Reading FC – Reading
- Get Started with Health and Fitness – Slough
- Get Started with Digital Media – Reading
- Get into Security – Reading

- Get into Hospitality – Reading
- Prince’s Trust continue to strengthen relationships with local authorities and referral agencies in the area, as well as trialling new outreach tools in an effort to increase the number of young people engaged. This is proving beneficial both in terms of support of recruitment efforts, but also as a way to facilitate cross-agency support to the young people we work with.
- Strong links with employers who work with Prince’s Trust to run the courses, has proven to be essential to securing job opportunities for the young people. Companies like Triforce, who understand the needs and challenges of the young people we support, and are willing to take a risk and give the participants a chance, are key to the success of this project.
- Despite considerable efforts to reach out to NEETS in the area, we continue to face substantial challenges in the recruitment of eligible participants to the project. We regularly review our offer of programmes, the selection of themes and the location of the course to maximise recruitment, but we continue to see low uptake and our courses continue to run under capacity. We find that young people that come our way, particularly through referrals, are mainly high needs, and too far from being ready for employment or education or training, for our intervention to be effective.

## **9.0 RBWM**

- The RBWM Elevate hub closed in October, with the service moving to one delivered in a range of community settings. This will enable the project to run into 2019.
- Weekly Job club has been re-established
- A weekly drop in to gain employability and job coaching support from supported employment advisors.
- Grow our own provides a drop-in session to enable young people to get help With applying and searching for employment and education This is well attended and allows new young people to come along and sign up without an appointment.
- Referral to Ways into Work of clients with disabilities or other barriers to work

## **10.0 Adviza- Reading**

- Set Up a Weekly Job Club. Initially targeting a learner provider (the Hitz Programme) that we knew was coming to a close with young people still unsure of their next destination, so the group has been formed out of this existing group to build momentum.
- Re-building links with the JCP after a period of absence of any JCP staff member in the hub.
- Built a positive relationship with the local YMCA Hostel and offer a weekly drop in session for all residents to support them in looking for EET.
- Providing a dedicated worker to Reading College who is having all young people “at Risk of dropping out of College” highlighted to them to engage with and offer the support of Elevate.
- Workers are embedded within Reading Borough Council to support engagement with the vulnerable Groups. These groups include YOS, Troubled Families, LAC, SEN and Teenage Parents.

- Worked with the Princes Trust “Team” Programme in November to offer them a CV writing and job searching session at the Elevate Hub for all of their learners during the Team Programme.
- National Careers Advisers offering sessions to the 18 – 24 year olds at Elevate and signposting for additional support via Elevate Adviser’s.
- Coordinating a Careers in Sport event at the Elevate Hub in October. This event had six providers from the Sport industry who are recruitment staff, young people to training programmes or volunteering. We had 20 young people attend this event.
- Targeted work with Reading College to support their students on one year courses that will be coming to an end in June to present the support that is available to them at the Elevate Hub once they have finished their courses. These sessions will be taking place between February and March.

### **11.0 Ways Into Work**

- Ways into Work have started working with four new employers and have negotiated Work Experience, Traineeship and Apprenticeship placements.
- Ways into Work have been engaging with LeasePlan in Slough since September 2016 as they were keen to offer some individuals the opportunity to gain some work experience.
- Having carefully matched clients to the placements available Ways into Work provided profiles to help Leaseplan properly prepare. 3 placements were arranged in Leaseplan’s Implementation and Technical teams. 2 of those have taken place, with a review involving the young person at the end, and the 3rd is scheduled during July.
- The Leaseplan managers involved have been very positive about the experience to date and Ways into Work hope to be able to develop the relationship further once the final placement has taken place.
- During the last year Ways into Work have been engaging with Grundon Waste Management. This progressed through some orientation days to a work trial and eventually in a role sorting for recycling. This has been filled by a young man, LM, with a learning disability and is being supported in work by a Ways into Work employment coach.

### **12.0 West Berkshire**

- Providers have continued to respond to demand but continue to find the volume of young people receptive to support very low. Most young people have already attended at least one of the local providers involved in the Elevate offer, which makes the re-engagement more difficult. The support young people are requiring does not fit in well with assumed or anticipated support – rather than help with job applications etc. the growing need appears to be costed activity/items which are holding them back, such as clothes, transport and subsistence.
- Travel, for some, is a significant need. One individual who is accessing a rurally isolated animal based provision can only get there by Taxi, at a cost of £50 per day. The individual is also on the CSE risk register meaning we have to ensure safe and direct passage, leaving no other option. We are also seeing an increasing number of young people seeking support, but who are in temporary part time work.

- Best successes continue to be working closely with internal services and teams – youth offending and looked after children, for example. There have been notable successes this period, with young people entering employment and securing apprenticeships. The ratio of young people engaged and then progressing in to a positive destination are by far the highest across the whole Elevate project.
- New internal partners continue to be sought. We have recently begun to support the newly branded iCollege, which was the previous post-16 Pupil Referral Unit. Young people attending the College require support for travel (by taxi, as they are not capable of public transport) and work related additional activity which is no longer possible through mainstream revenue funding.
- One provider, HEROS, is providing bespoke equine programmes, which have been very successful. Young people attending HEROS require support with transport, clothing and subsistence.

### **13.0 Wokingham**

- An agreement has been reached with the Hear 4 U team to share data on all Looked After and Leaving Care young people, 16+ to cover their status (e.g. education, employment, training or NEET), address and their allocated PA which will be uploaded onto the IYSS database and used to target resource, inform tracking activity and produce accurate reports for SLT.
- Some Elevate staff attended Social Media training, delivered by the Adult Education team, to look at ways in which to promote the Elevate service.
- Engagement with Willow House (Berkshire Adolescent Unit) regarding support that we can provide to their young people and we have been invited to sit on their Management Group.
- Engage with other partner agencies regarding multi agency support for our young people, including: the YOS Management meeting, the Transition Planning meeting, the Careers Leads meeting, the regular YOS Risk and Safeguarding Forum meetings and a meeting with Job Centre Plus (Bracknell).



### **ITEM 3 – PERFORMANCE AND FUNDING**

#### **14.0 PERFORMANCE**

14.1 The programme has a set of collective outputs (3380) and collective result (43% result on overarching outcome target). Each partner has been assigned an output and result target – that collectively meet the pan Berkshire programme targets.

**The most recent performance table is set out in Appendix D**

#### **14.2 Highlights:**

- The partnership have engaged 1411 young people since November 2015, of these 302 have been supported into employment education or training.
- The partnership has already delivered against the disability target for the programme, supporting 421 participants who have declared a disability against a target of 280.
- The partnership has supported 31 young people to gain basics skills; this is against a 3 year target of 24.
- Good progress being made against the ethnic minority target, as delivery of Slough project 1 starts this will make a considerable contribution to this target being met.

#### **14.3 Priority areas:**

- More worked is needed to ensure that evidence is collected for results where they have been achieved.
- There is still some work to do by all partners to ensure that Lone Parents target is met, assuming a provider is found for Slough Project 2 this will make a considerable contribution to this target.
- Continued effort to engage with eligible young people, particularly via outreach.

14.4 In January 2017, the programme was underperforming against the indicative profile of outputs and results. As ESF money can be withheld or clawed-back for underperformance, it was agreed that local Elevate projects could not continue to draw down ESF funding when the necessary outputs and results weren't being achieved. It was also agreed that if performance did not improve then funding released back to partners, by the central team, would need to be looked at in relation to performance (i.e., outputs and results delivered, not just resource spent); as set out in section 13.10 of the pan Berkshire Partnership Agreement

#### **15.0 FUNDING- CLAIMS AND PAYMENTS**

15.1 Since the November 2017, the central team have been using the DWP systems E-claims for all activity in relation to claims- this includes claim submission, evidence checking and claim payments from DWP.

15.2 To date, DWP have paid 6 claims (covering the period Nov 15 to Jun 17). The programme is still awaiting payment for claim 7 (£372,108.01), claim 8 (£296,111.27) and claim 9 (£232,265.28).

- 15.3 More recently there have been significant delays to payments; the Q2 2017 (April-June 2017) claim was not paid until April 2018, which is a significant time period. This has been due, in part, to a change in contract manager and a period of a month where DWP contract managers had been unavailable to respond to queries.
- 15.4 As above, Appendix E sets out how much partners have claimed, total values of payments received and have available to claim going forwards.
- 15.5 As discussed at the previous Joint Committee, in order to mitigate the risk of claw-back which may result from underperformance against the outputs and results targets, partner's performance has been taken into consideration in relation to payments for since Claim 4.
- 15.6 The central team looks at performance and resource spent, when releasing ESF money drawn down via DWP. Claim payments have been based on the performance of the most recent claim submitted – to acknowledge there is a lag with payments and partners will have continued to have delivered outputs and results since the claim was submitted.
- 15.7 As agreed, the money retained will be kept centrally, until a time when partners are delivering their outputs and results in line with their current approved profile.

## ITEM 4 - PROJECT CHANGE REQUEST

### 16.0 Update on Progress

- 16.1 In September 2018, the programme submitted a Project Change Request (PCR) to DWP. This PCR was for an extension of the project end date, from October 2018 to June 2019 to enable the realisation of project outputs and results over a longer period- mitigating the risk of not meeting collective programme targets.
- 16.2 Although the local ESIF sub-committee agreed the contract extension in principle there have been considerable delays in getting approval from DWP for the extension of the programme. Due to the nature of the change, the PCR was passed on to DWP moderators for a decision.
- 16.3 Since January, the Project Manager has been pursuing a decision regarding the change request almost weekly and in March was advised there had been a policy change nationally that contract changes- in terms of extensions- would no longer be agreed.
- 16.4 Our contract managers informed us that we could put forward a Value for Money case for our extension, which was submitted in March. Initial feedback from the moderator expressed concerns regarding underperformance and low expenditure against our agreed profile- this has been due in part to uncertainty regarding the contract end date.
- 16.5 At the beginning of May the DWP contract manager informed the central team that if the partnership agreed a small increase in contracted target against three outputs, disability, lone parents and ethnic minority it would strengthen the case for an extension. DWP's reasoning being that we have not been allocated the equivalent level of targets for these against the funding we have achieved for the Operational Programme and these groups were a priority for DWP nationally.
- 16.6 Any increase to the lone parents target would be extremely difficult to achieve as the current programme target for this group is a challenge due to the DWP's strict definition of lone parents. Even with the planned Lone Parents project we are advertising in Slough, any increase in this output would be extremely difficult to achieve. This was accepted by DWP that agreeing a higher target would be setting the programme up to fail against this target.
- 16.7 Therefore, it was agreed that the partnership would consider an increase against the Disability and Ethnic minorities if we had specific numbers to consider. These are outlined below:

#### O5 – Participants from Ethnic Minorities

**Proposed target:** 670\*

**Current contracted target:** 470

**Current performance:** 309

\*As set out above, the proposed new Disability target has been achieved. As a result of discussions with project leads, a revised figure of 570 has been proposed to the partnership.

#### CO16 – Participants with Disabilities target

**Proposed target:** 337

**Current contracted target:** 280

**Current performance: 421**

- 16.8 However, more consideration is needed for the Ethnic minority target. Across the partnership individual performance against this target has been mixed, in areas for partners such as Reading-Adviza, Prince's Trust, Wokingham and RBWM, good progress has been made against this target and it is likely that these partners will reach their target.
- 16.9 For other partners such as West Berkshire and Bracknell Forest, the demographic of the eligible cohort makes this target difficult to achieve. The central team believes that this is achievable if there is targeted outreach to ethnic minority groups as a programme we show a real focus on supporting participants from a B&ME background this can be achieved.
- 17.0 Kennedy Scott are targeted Slough to work in Slough with a particular focus on participants from an ethnic minority background, with a target of 130 participants for this output.
- 17.1 A revised outputs and result profile was also submitted with the PCR. It is worth noting that the partnership's performance against the re-vised outputs and results profile submitted with the change request increases our overall performance for engagement to around 76% vs 54% (our current profile until Oct '18)- should this profile be accepted, it makes our programme target much more achievable and moves performance in line with a more achievable profile. This reduces the risk of claw back and for some partners means that the underperformance methodology will not be applied to future claim payments.
- 17.2 The central team are looking to identify new funding that will bring longevity to the Elevate Berkshire 16 to 24 project – to continue the system change and support new models and ways of working it has introduced. DWP are keen for 'Berkshire' to continue the project beyond June 2019 and has spoken positively of the way in which Elevate Berkshire has striven to knit the skills and employment system together across Berkshire.

## **ITEM 5 - POTENTIAL FUTURE PROJECTS**

### **18.0 Options Paper**

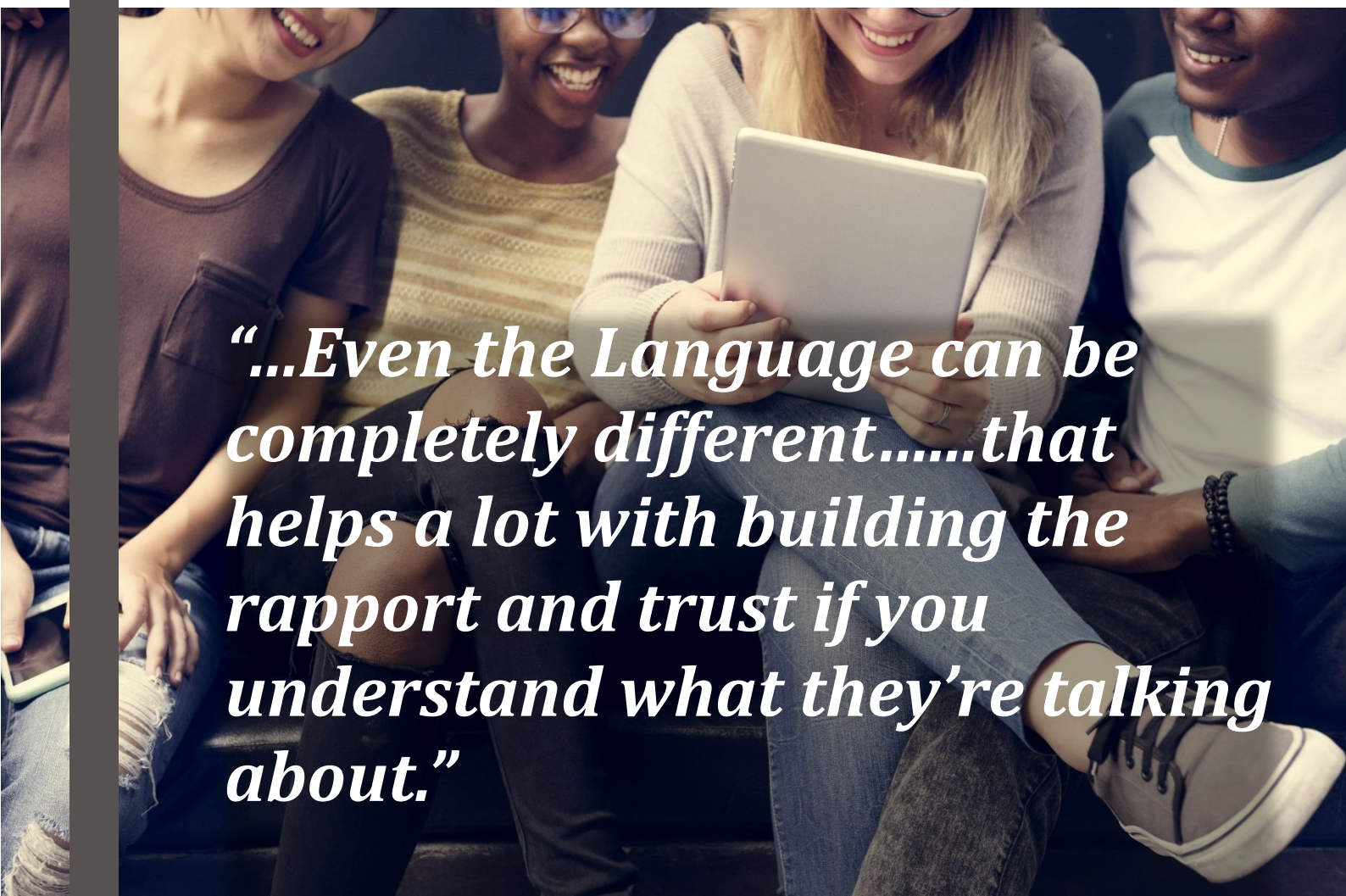
- 18.1** In anticipation of a decision regarding the Project Change request the central Elevate Team have been exploring options to commissions a project which will help meet the ESF targets and address a gap in the provision currently available.
- 18.2** Within the allocation of ESF funding retained by the central team there remains around £60,000 to be allocate to a project or to commission a provider.
- 18.3** An initial options paper was tabled at the April officer Steering Group for discussion, feedback from this options paper was strongly in favour of a project to intensively support participants to intensively support participants with a mental health problem.
- 18.4** As a result of recent conversations regarding the change request, it may be necessary to consider allocating funding to provision which will support young people from an ethnic minority background.
- 18.5** A second options paper has been developed by the central team for at the May officer Steering Group a decision will be made regarding which project should be pursued, to be subsequently endorsed by the Joint Committee.

**Appendix F is the second options paper for information.**

This page is intentionally left blank

Commercial in Confidence

February 2018



*“...Even the Language can be completely different.....that helps a lot with building the rapport and trust if you understand what they’re talking about.”*

UNCOVERING YOUTH UNEMPLOYMENT  
Discovery Phase

Authors: Maxine Moss-Black and Mark Burrett

## INTRODUCTION

Chaotic lifestyles, homelessness, rejection, lack of connection to establishments makes identifying the needs and the right language to engage with NEET (not in employment, education or training) young people very difficult. Economically inactive young people are often hidden in society, not receiving benefits, not on anyone's list. With the objective of improving services to NEETs and gaining better outcomes, West Berkshire Council (WBC) and Reading Borough Council (RBC) as part of their 'Elevate' employment project commissioned Projects with Purpose (PwP) to research:

**'How best to attract and engage with these complex service users with a view to moving them into employment, education or training and test the opportunity of setting up an online Peer Led Programme'.**



Within this report, PwP share the overall findings from multiple research channels and a set of recommendations that will focus on improving attraction and engagement of young people not in employment, education or training.

Research Channels:

- Workshops and semi structured interviews with service providers and young adults, investigating activities, behaviours and beliefs about attraction to and engagement with employment programmes
- Desktop research, taking learning from other research, pilots and case studies across the UK and Europe, to broaden the scope of investigation
- Social network analysis, covering communication from the last 6 months of key issues affecting youth employability in West Berkshire and Reading
- Stakeholder online survey, polling the views of predominantly LinkedIn networks

***"...boxed throughout the report are quotes from the research participants so that you can read in their words the rich experiences and thoughts around the needs of young people."***

*"Thank you to everyone that took part in the research and for being so open and honest.  
"Mark and Maxine, Projects with Purpose*



<b>INTRODUCTION</b>	2
<b>EXECUTIVE SUMMARY</b>	4
<b>UNDERSTANDING THE CONTEXT</b>	6
<b>WORKSHOPS</b>	10
<b>INTERVIEWS</b>	14
<b>SOCIAL MEDIA RESEARCH</b>	21
<b>YOUNG PEOPLE’S WORKSHOPS</b>	25
<b>WIDER RESEARCH</b>	29
<b>CONCLUSIONS</b>	31
<b>RECOMMENDATIONS</b>	33
<b>APPENDIX A – STAKEHOLDER WORKSHOPS</b>	388
<b>APPENDIX B - INTERVIEWS</b>	40
<b>APPENDIX C - WORKSHOPS WITH YOUNG PEOPLE</b>	42
<b>APPENDIX D - DESKTOP RESEARCH</b>	44
<b>APPENDIX E – SOCIAL NETWORK ANALYSIS</b>	47
<b>APPENDIX F - WEBSITE SURVEYS &amp; FORUM</b>	49

## EXECUTIVE SUMMARY

This discovery phase is designed to test the hypothesis:

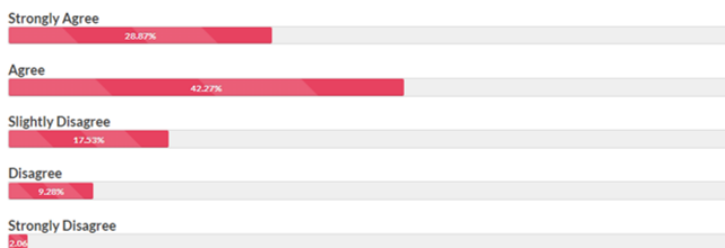
**“Could a young people’s, peer led, digital service attract and engage significantly more people to the Elevate Programme”**

Our research suggests that the answer is a resounding and conclusive yes but with a strong warning that a digital service in isolation will not work. The young people were very vocal about their continuing need for in-person services, with huge value put on being able to ‘trust’ the person providing that service.

*“My support worker from Southampton, treated me like a daughter, acted like a best friend and told me off like a mother. I trusted her. “*

The evidence demonstrating the value of a blend of traditional face to face and digital services, combined with peer led services that work closely with the existing Elevate Programme is compelling:

Peer to peer support is thought to be the best way to engage with young people.



A total of **71%** (Strongly agreed and agreed) of the 412 survey respondents think that that Peer to Peer support is the best way to engage with young people

Unequivocally, digital is a powerful means of engaging with young people, demonstrated by the unique Social Media study commissioned for this research (Appendix E).

Digital and particularly social media creates a space that young people choose to make their own and they are already there, using it.

*“Yeh, we share job opportunities with each other on messenger...”*

They choose the platform, the groups to join/create which evolve into an environment where they can interact, learn and contribute on their own terms; creating a sense of belonging and worth as peers endorse their comments and provide support that carries through their journey.

*“I've got a young person, who gets up every morning, walks his friends to school so it's outside, but then refuses to go to his school so goes back home.”*

***“...I feel like social media and everything will be amazing to connect with young people...”***

The search for a place of belonging was a resounding theme when speaking to young people. Creating that place, both on and off-line is a compelling way to offer new opportunities to NEETs.

### **Summary of Recommendations**

A series of young person led, pilot initiatives designed to deliver immediate and tangible benefits have been scoped for consideration:

1. Digital attraction and engagement campaign
2. Pop-Up Local Job Information Service
3. Website and Online service to Complement and Enhance the ‘Pop-Up’ Service
4. Peer to Peer Engagement Programme - supporting the development of new initiatives
5. Hidden Impairment Assessments - Effective identification of learning and reasonable adjustments for employment

The pilots will run independently to the existing Elevate Programme but by design will focus on referring people through to it. Whilst pilots will be led by young people, they will receive skills, coaching and mentoring through Projects with Purpose who will also take the role of measuring impact, reporting and pilot governance.

## UNDERSTANDING THE CONTEXT

### NEETs, A National Description

A common misconception is that someone cannot be NEET unless they are unemployed. This is not the case. According to Andrew Powell's recent Briefing Paper 'NEET: Young People Not in Education, Employment or Training' (SN 06705) published 28 December 2017, NEETs are broadly categorised into two areas; Unemployed and Inactive. 'Only 38% of the 790,000 young people who were NEET in the third quarter of 2017 were unemployed (299,000). The remaining 62% were economically inactive, which means they were not working, not seeking work and/or not available to start work.'

'790,000 people aged 16-24 were Not in Education, Employment or Training (NEET) in the third quarter of 2017, 11.1% of all people in this age group. This was the same level as in the previous quarter and down 65,000 from the third quarter of 2016.'

'Studies have shown that time spent NEET can have a detrimental effect on physical and mental health, and increase the likelihood of unemployment, low wages, or low quality of work later on in life.'

There are several reasons cited for causes of NEET status. These are mostly as follows:

- Looking after a family or home
- Disability
- Special Educational Needs (SEN)
- Poor health (physical and mental)
- Lack of qualifications
- Substance abuse
- Responsibilities as a carer

### The Gender Gap

Historically more women than men have been NEET, however over the last year the number of men and women aged 16-24 who were NEET have been at similar levels.

The main reason why there has been a fall for women has been because the number of women who are inactive as they have been either looking after their family or their home has decreased significantly.

The number of men who are economically inactive has increased for a number of reasons, with one reason being a large increase in the number of men who were either long term sick or disabled.

## Ethnicity

The proportion of 16-24 year olds who were classed as NEET was highest for those from Pakistani/Bangladeshi backgrounds (16%) and lowest for those from Indian/Chinese/Other Asian backgrounds (7%).

## Risk Factors

Risk factors can be determined early on and many NEETs might have been children with low attainment at GCSE level, health problems, those with familial difficulties and those with special educational needs (SEN). Structural risk factors were also identified, such as lack of suitable jobs available, lack of training and apprenticeship opportunities and welfare support providing higher income than potential wages.

*"...when they're at year 11, they are already having problems at school you know, exclusions, suspensions, in behavioural units because they're kicking off because they've not had that family stability, that you or I have had."*

## Complexity

NEETs are a complex group of people, often with chaotic lives, third generation unemployed or a looked after child. Understanding how these conditions affect young people, in their behaviour, decision making, self-esteem, ability to learn and other capacities can't be underestimated. The impact of each person's circumstances and their journey through the challenges of social and economic life is unique to them.

*"There's just so many other things before they even when they get their head around looking for jobs and if they think that they're ready."*

Professor Amanda Kirby, CEO of Do-It Solutions, Neuroscientist and Researcher, uses the image below to illustrate the interaction between life adversity (past and present), developmental disorders and learning difficulties and those who are Looked After Children and Young People. This shows a complex web of causation that can lead to young people becoming excluded from Employment, Education and Training.

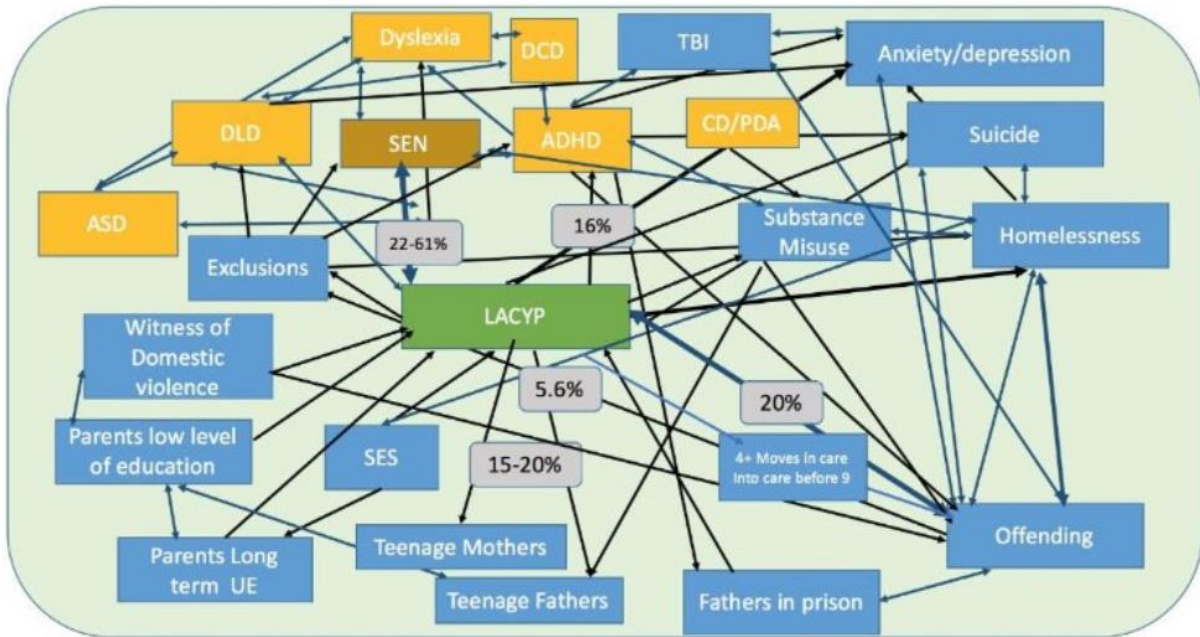


Figure 1 Professor Amanda Kirby 2017

Complexity is a tricky issue to battle with and Professor Kirby captures the challenge decisively with the statement that **‘Big data can change society, but little data can change a person's life. Individuals need individual solutions - but we need to work together to solve this.’**

**The Elevate Programme**

The Elevate programme is a 3-year work programme introduced across six Berkshire Local Authorities in 2016 as the place for 16-24 year olds to get help, advice and support on employment, work experience, volunteering and mentoring. The programme is funded through the European Social Fund.

Key delivery partners are co-located in a central hub, creating a culture of collaboration and a catalyst for conversations around operational delivery. The brand is growing locally and a new person-centred pathway where partnership delivery is supported by a holistic service has emerged along with collective operational governance. Partner organisations are now recognising the benefits of working together and are keen to sustain the project and continuing to work this way.

Whilst the programme is growing momentum, however, although performance is increasing, the biggest problem remains engaging with people and getting them onto the programme.

This discovery phase is about understanding the NEETs context and applying that understanding to inform enhancements to existing services to better support young people into Employment, Education and Training.

**Service Providers and users talk about the complexity around the lives of NEET young people, quotes:**

*"... when they're at year 11, they are already having problems at school you know, exclusions, suspensions, in behavioural units because they're kicking off because they've not had that family stability, that you or I have had. "*

***"Then unfortunately the drug and alcohol comes into play and then you get the mental health drug induced psychosis, all those sorts of things are quite typical. And the mental health is quite a big one for both boys and girls."***

*"You've got self-harm, eating disorders, anxiety, a whole ream of different things that come out. All stemming from I guess being put into care. "*

***"...and then also the behavioural thing also could be because of a lot of them have been moved placements, semi placement moves whether it's local to Wokingham or Reading or wherever we are or a lot of them move out of area. So, it's just, it's quite chaotic. There's no stability so. They just kick against all of that, kick out against that. You do get the odd one that manages to make it through without any real issues. But I would say generally that's not the case."***

*"Unfortunately, you know historically care leavers have also got, get involved in the youth justice system."*

***"...he just doesn't have the label of a young offender or a care leaver so, there's lots out there that need us, but are not able to access our services."***

*"There's just so many other things before they even when they get their head around looking for jobs and if they think that they're ready."*

***"...engaging long term NEETS very hard. Long term because of lifestyle and that's their family expectation or no family expectation because of their social background. Background sometimes decides what path a young person will take. Not all NEET's are long term NEET's and don't get out of bed. Quite a few do want a job or want to move on to something."***

*"One girl I was working with didn't want to do A-levels, she wanted to do something else. Her parent's adamant she would do A-levels and nothing else. Initially she wanted to go to college and do bricklaying; parents said it was only for boys."*

*Sometimes it's family but it's not always in the way that we think of, a family who are in a council house who have had five kids and none of them have worked, it could be middle class family who have got three other children and they've all gone to university and have all done A-levels and now you've got their fourth child who wants to go to college and do bricklaying, so it's finding another course she likes as well and she did end up doing something else, sports coaching."*

## WORKSHOPS



### Method and Scope (Appendix A)

To understand how to approach testing the hypothesis within the complexity described, we started the engagement with two workshops and was attended by a diverse group of participants including:

- Reading Voluntary Actions Group Lead RVA
- Troubled Families Employment Advisor DWP
- YOT (Youth Offending Team) Officer from West Berkshire
- Team Leader Reading Elevate
- Tracking and Engagement Officer, West Berkshire
- Post 16 Adviser, West Berkshire
- Elevate (City Deal) Programme Manager, Reading Council
- 14-19 Participation and Apprenticeship Lead, Reading Council
- The NEET Prevention Team Officer, Elevate hub from Wokingham.
- 17-year-old male receiving services from the Youth Offending Team West Berkshire

Recurring categories and themes emerged amongst the complex issues discussed, and following further analysis, we ordered the rich input from the workshops into aggregates to focus further investigations on.



This analysis of the workshops enabled us to build a framework to organise the overall research findings within. (see Appendix a for plenary Stakeholder Workshop Analysis)

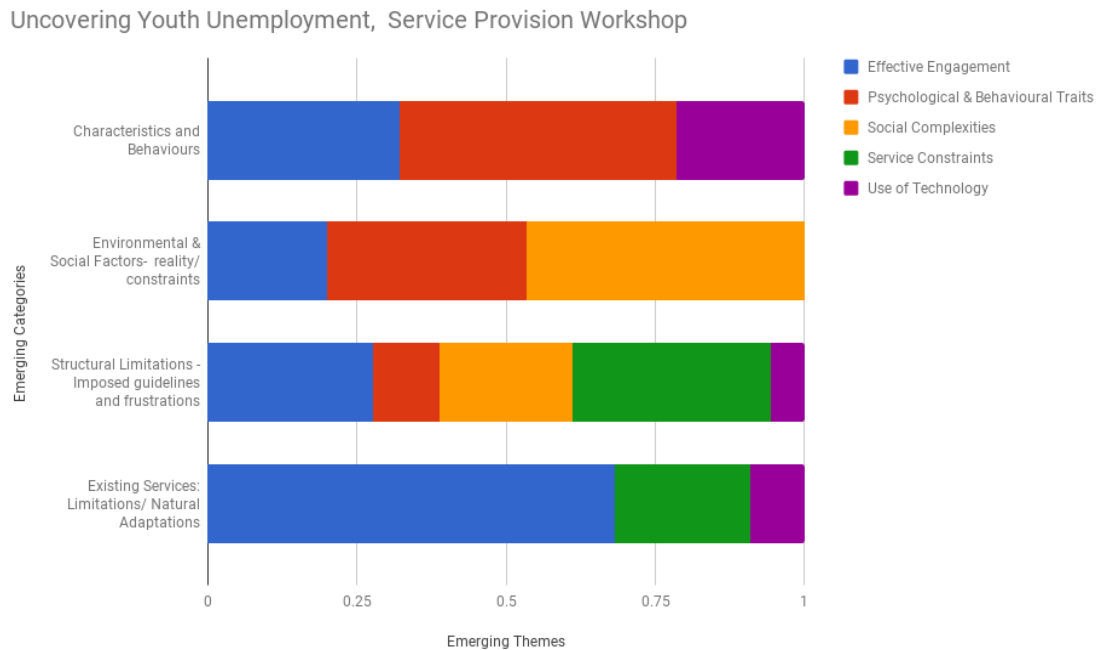


Figure 2 Emerging Themes and Categories from Workshop

### Themes

Figure 1 shows the grouping of common themes into categories. ‘Effective Engagement’ and ‘Psychological and Behavioural Traits’ are the most prevalent themes and were used as a focus for the design of semi-structured interviews in the next stage of investigation, and to structure the findings in this report.

The other themes shown in figure 1 above, ‘Social Complexities, Service Constraints and Use of Technology’ will be studied within our investigations of the primary themes of ‘Effective Engagement’ and ‘Psychological and Behavioural Traits’. For example, the ‘*Social Complexities*’ of a young person who is a carer of their parent or is third generation unemployed is critical to understand and can help to explain ‘Psychological and Behavioural Traits’. However, where social complexities in most cases cannot be removed, we will concentrate on understanding the traits they present in individuals and how best to ensure services are fit to respond.

‘*Service Constraints*’ is a similar theme. The topics of existing services, processes and contractual constraints as expected were common themes that must be considered however were not upheld as a primary issue.

Lastly, ‘*Use of Technology*’ wasn’t a focus in the workshops, however is an important focus that will emerge within our primary themes.

### Sub-Themes

After identifying the two primary themes above, further analysis was conducted within these to uncover more detailed sub-themes, discrete issues discussed in the workshops.

Psychological and behavioural traits, sub themes

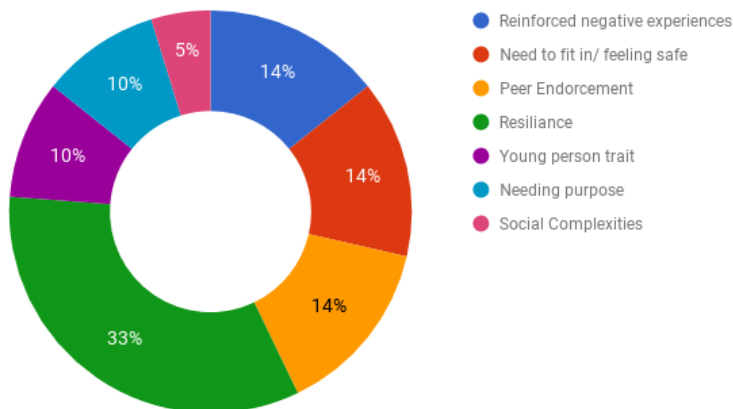


Figure 3 Psychological and Behavioural Traits, Themes

Effective engagement, sub themes

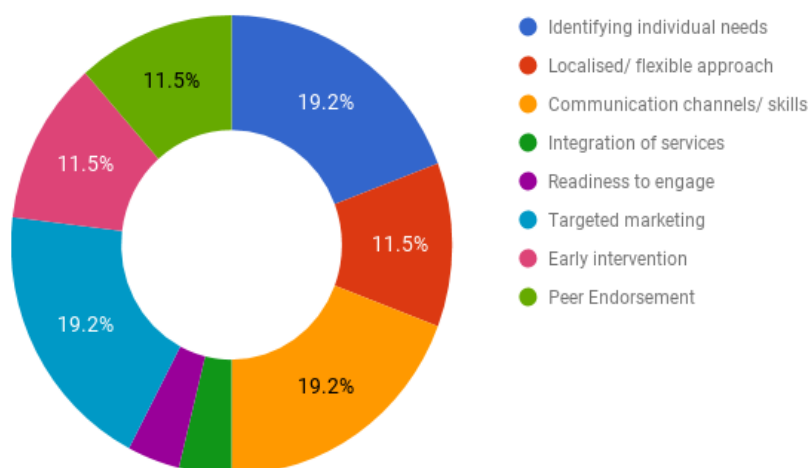


Figure 4 Effective Engagement Themes

These findings were again prioritised and used as a focus for the design of semi-structured interviews in the next stage of investigation, and other research channels.

Key Themes	Effective Engagement	Psychological and Behavioural Traits
Priority sub-themes	<ul style="list-style-type: none"> <li>- Identifying individual needs</li> <li>- Communication channels/ skills</li> <li>- Targeted marketing</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Peer endorsement</li> <li>- Reinforced negative experiences</li> <li>- Need to fit in/ feel safe</li> </ul>

Figure 5 Themes and Sub-themes filtered and condensed

## Conclusion

Developing a shared understanding of the current situation, the difference between what people want and the current reality, is essential to addressing the challenge that stakeholders face when seeking change.

“...the workshop really made me think about what it is I do to engage with the young people I work with.”

The initiating workshops were designed to build a foundation for change, engaging with stakeholders, establishing common ground with an understanding and acceptance of the current reality.

The outputs from the workshops are:

- Shared understanding of the current situation
- Catalyst for ongoing conversations that stimulate new thinking
- Organised and improved quality of information
- Semi-structured interviews design and identification of people to interview
- Themes for following stages of research

Emerging from the workshops is the metaphor of bridging the gap between different worlds. There is seen as a real distinction between the ‘places’ young people inhabit and the ‘places’ that have been created for them to go to get support. This dissonance becomes a common investigation throughout the research methods used.

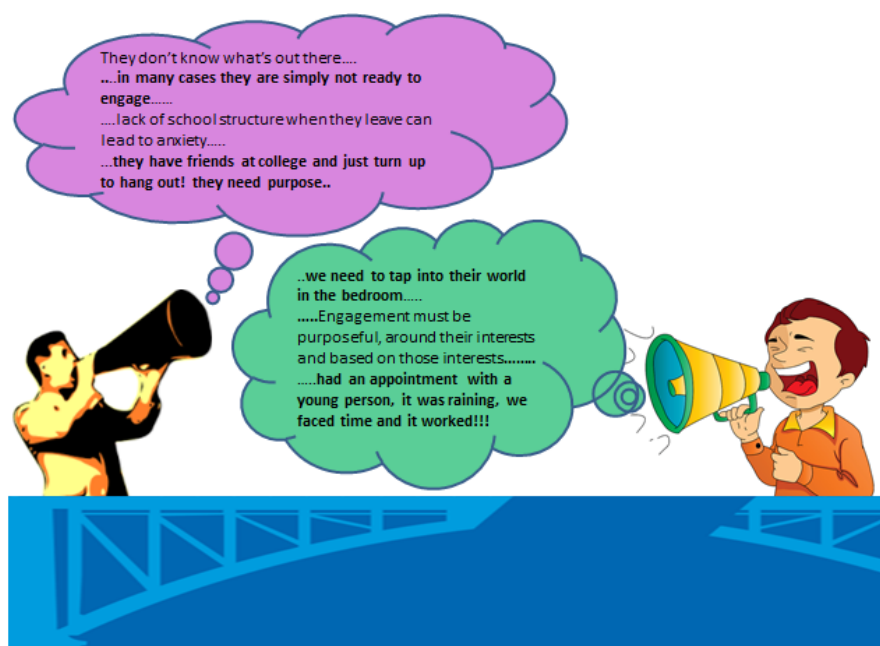


Figure 6 Bridging the Gap, quotes from Workshops

## INTERVIEWS

### Method and scope (Appendix B)

Semi-structured interviews are a method of enquiry that uses predetermined but open questions to prompt discussions with interviewees, giving the interviewer the opportunity to explore emerging topics further. The open nature of the questions used, enables the process to be as much as possible interviewee-led.

8 interviews were completed across a variety of knowledgeable participants with varying job roles and perspectives:

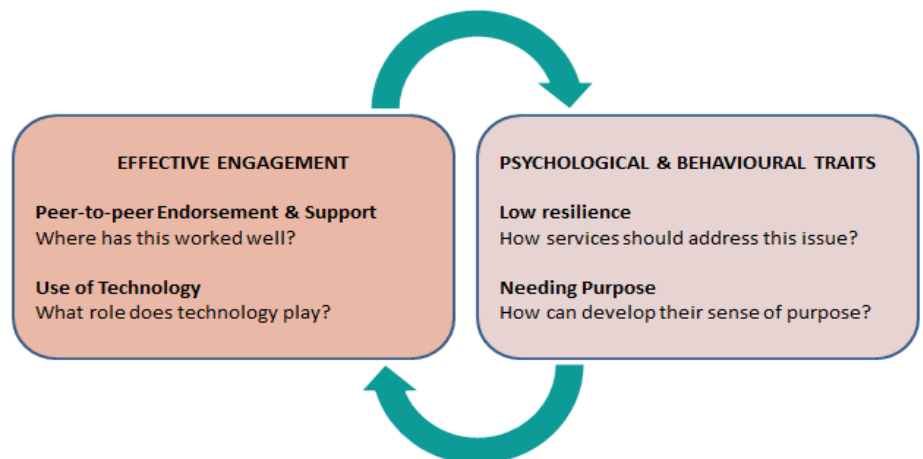
- 14-19 Participation and Apprenticeship Lead from Reading Council
- Senior Social Worker from the leaving care team, working with looked after children at 16.
- The NEET prevention team. Elevate hub from Wokingham.
- 16-24 Tracking & Engagement officer from Elevate
- YOT Officer from West Berkshire's youth offending team
- Employment Support Hub Coordinator from Bracknell Forest Councils Elevate Hub
- Intervention Tracker from West Berks Youth Offending team who is working with in the NEET Prevention Team and Wokingham Elevate.
- YOT Officer with a service user, 17-year-old male receiving services from the Youth Offending Team West Berkshire



Twitter post from participant

The questions concentrated on the following broad themes:

Interview questions were tailored to the specific themes and issues revealed from the preceding stakeholder workshops. (See Appendix B for full details of the questions and interview transcripts)



## Findings

The one-to-one nature of the interviews enables an insight not only into what people think but also the reasoning that leads them to their conclusions.

Incredible insights and real-life scenarios were revealed along with the invaluable experience, expertise and passions of experienced frontline workers and service users. As recognised storylines and archetypes appeared, shared patterns began to emerge around the beliefs, aspirations and needs of young people.

Recurrently, the approach described by participants demonstrated a credence in natural instinct and intuition, relying on personality, empathy and flexibility rather than mechanistic, operational processes of service designs. As front-line staff described what they do, they often seemed unwitting to the extent that they adapt a services or processes to meet the needs of an individual.

Cutting through all the discussions, there were some common themes:

- The need to build relationships with young people, treat them as an individual
- The need to persevere, show unconditional support, demonstrate and earn trust
- The need for space and time within roles to invest in building self-resilience
- The importance of helping young people to establish a sense of purpose and belonging
- Engaging is about finding 'that one thing' that gets a young person interested e.g. gym, horse riding, bikes,
- Social complexities as barriers to engagement

The conditions of young NEETs were often cited as long and enduring complex lifestyles that impact on core beliefs around self-worth, often manifesting in often anti-social behaviour and seemingly unwillingness to engage.

Some tremendous, existing resilience building programmes for young people were referenced, however frustrations that availability can be limited to those with a labels such as 'Care Leavers' and 'Young Offenders' were voiced. This frustration was recognised also in the preceding stakeholder workshops.

***"...he just doesn't have the label of a young offender or a care leaver so, there's lots out there that need us, but are not able to access our services."***

Digital methods, primarily social media, were recognised as a useful channel for interviewees to communicate with the young people they are working with. It was described as enabling them to reach young people, often 'in their own bedrooms' for example using text messaging as a simple way of keeping in touch and building trust with a

young person e.g. seeing how an interview went. Beyond these simple accounts of engaging digitally with individuals, the harnessing of wider reaching digital engagement solutions was seen as a largely untapped potential.

Peer endorsement was unanimously recognised as an extremely valuable method of engaging with young people. Peers are more likely to understand the needs of young NEETs and having a similar background and experience is a fast-track to earning trust. Peers that have overcome issues that young NEETs identify with are ready role models, making those common goals seem more obtainable and 'within reach'. For example, often situations such as living in a hostel and seeing how someone they lived with got a job and in turn a flat can be that trigger for change.

Where peer support has been provided by someone who has been through similar circumstances themselves the chances of success are considered to grow, endorsing a peer mentoring approach.

## **Evidencing Practice**

### **Peer-to-Peer Support and the Netherlands Streetcornerwork Projects**

Studies in the Netherlands, (Youngworks, 2014 and Marketing Tribune, 2015 <sup>(1)</sup>) have shown that young people under the age of 20 are most susceptible to peer pressure because they are impressionable. The young people respond more effectively to e.g. affirmation and acceptance (Youngworks, 2014).

The Streetcornerwork projects works primarily with young people and long-term addicts who, because of a variety of social and personal problems, have disengaged or threatened to disengage with society. Fieldworkers or 'Field Corner Workers' as they are known, actively contact these groups in their social environment to promote the interests of these young people and the elderly. Projects have been implemented in Amsterdam., Haarlem, Heemstede, Heemskerk, Velsen en Woerden).

Streetcornerwork has developed a methodology that is applicable to most fields including NEET projects. This model is based on the Baart's approach (2001) and is available to the young people and mainly run by peers, because their peers understand the environment and can therefore relate to their situations, needs and also know what is at stake (Baart's approach 2001) <sup>(2)</sup>.

---

<sup>1</sup> Youngworks, 2014 and Marketing Tribune, 2015

<sup>2</sup> Methodology Baart's 2001

## Learning Difficulties and Mental Health

Surprisingly there was no discussions around learning difficulties or mental health specifically or how they impact on behaviours or their understanding of the situation many young people are in.

*"I need a bit more support on how to apply and get job interview support with the application process. I find the Apprenticeship Application process to complicated."*

**Research states**, the prevalence in young offenders for:

- ADHD is 60% (Shiroma et al.,2010).
- ADHD +Dyslexia + Dyscalculia(Maths)30%
- Motor abilities of adolescents with a disruptive behaviour disorder: The role of comorbidity with ADHD Van Damme, Tine ; Sabbe, Bernard ; van West, Dirk ; Simons, Johan. Research in Developmental Disabilities, May 2015, Vol.40, pp.1-1

In an offending population 88% of the participants with at least one problem area in literacy skills also had other neurocognitive deficits. Functional illiteracy and neurocognitive deficits among male prisoners: implications for rehabilitation.Tuominen, et al. Journal of Forensic Practice, 16.4 (2014): 280-268.)

## Semi-structured Interview Quotes

### Effective Engagement

***"...relationship building, mutual acceptance. What they need not what advisor thinks they need..."***

*"...the way you are with them, I'm always here, you've got my mobile number just drop us a text when you've done that, when they've done the application or when they've had the interview. Keeping that relationship with the person going so that they do feel they want to come back and tell you how it's gone. You might be the only person giving them that sense of purpose. You might be the only person who gives them that confidence because they don't get it at home. Or they haven't even got the expectation to even look for a job at home."*

***"...Building up a rapport over text messages is great because one day they might answer the phone properly and have a conversation, but that might take three or four months. If they're not engaging properly that might slip further..."***

*“Timeliness. It has to be the right time for them. Their willingness to engage. Flexibility; it's all got to be on their terms. You've got to have the flexibility to be able to get to them as and when they need it - getting out to meet them if they're not going to leave their house but also other channels that we've got available. So are they going to WhatsApp, are they text message or are they going to use Facebook or they're going to direct message me on Twitter and having all those different avenues open to meet their needs...”*

***“One of the girls I had to report to social services for neglect, it was horrible, one of the worst days of my life. But she later, six months later, came back and said 'I really messed up that day'. And that was really nice because she was able to, we had that rapport and that relationship to be able to come back from there. Yeah it was a really big knock, but we came back together and continued to work, and the trust was still there because she recognised that I was doing it for the right reasons, was to protect her and her child. So it's about having that rapport from the start....”***

*“Even the language can be completely different depending on where you are. Not just all like, English as a second language, but the street language, they're more connected to it, they understand it more and that helps a lot with building the rapport and trust if you understand what they're talking about.”*

***“I think the same thing, I'm going to go back to the school thing. You've got to find out what their skills are, find out what their passion is and build upon that because as soon as they find that then that is their purpose, then if say someone likes music, they really like music and you find that out and you're like okay they really like music, say hey guess what when you go to college you should do music.”***

*“I think it's definitely the school thing where you're got to, I would say find out early and because when more kids are younger like everyone knows they're easy to influence. So if you influence them in the right way, then they're going to do the right thing throughout their life.”*

#### **Semi-structured Interview Quotes -**

##### **Psychological and Behavioural Traits**

*“Time, patience, perseverance and just keep investing those skills and keep engaging. But also having the provision. I'm not right for everybody, we have to understand that because it is just me. There are people that I can't click with, I really struggle to find that common ground. There's no alternative...”*

***“...the whole 16 years they've been told what to do, where to go and how to do it. Then all of a sudden at 16 it just disappears.”***



*"...going to the gym, that type of stuff, it's building his self-esteem and confidence the whole time and for me I can see it in him because, from the start of when I started working with him to now, his confidence has just gone like this and that's great. But it is finding that one thing, that is that young person can be really difficult especially if you've got someone who's spent years being knocked down. How do you rebuild that and that, it is a real challenge."*

***"... they're getting up every morning and walking to that college, that's a positive in itself. They're getting there. They're not in the door yet but they're there. So it's just trying to find out what's happened and be that intermediary between that young person and if there's been a breakdown with the college or something like, as in schools."***

*"...so we've identified some very key bloggers, young bloggers, that are posting some really quite you know challenging stuff out there that young people are gravitating toward."*

***"...when they're at year 11, they are already having problems at school you know, exclusions, suspensions, in behavioural units because they're kicking off because they've not had that family stability, that you or I have had."***

*"...then unfortunately the drug and alcohol comes into play and then you get the mental health drug induced psychosis, all those sorts of things are quite typical. And the mental health is quite a big one for both boys and girls."*

***"...you've got self-harm, eating disorders, anxiety, a whole ream of different things that come out. All stemming from I guess being put into care."***

*"...the behavioural thing also could be because of a lot of them have been moved placements, semi placement moves whether it's local to Wokingham or Reading or wherever we are or a lot of them move out of area. So, it's just, it's quite chaotic. There's no stability so. They just kick against all of that, kick out against that. You do get the odd one that manages to make it through without any real issues. But I would say generally that's not the case."*

***"... with this young lass that everyone's been saying should be in a secure unit, her behaviours were off the wall in terms of child sexual exploitation, self-harming and all of that. So, I fought that case and tried to do direct work with her. I did whole days direct work with this young person to turn that around. Just got off the phone to her Mum now and yes, it's going really well. I brought Mum in to play, went to meet Mum for lunch, invited the young person as well. Took the young person for a haircut to build her self-esteem and reduce chances of her going into crisis, when she does she scares people, so she was sectioned two weeks ago. I've been trying to tap her into one of the Elevate projects, which is the horse riding, which I've been to see."***

*"...got a kid that had drug and alcohol problems now works in a garage as an apprentice and he talks really honestly about his issues with mental health and stuff like that and*

*about how he's turned it around and he's now doing really well as an apprentice. That inspires other kids and that works, because it's not me spouting about apprenticeships. It's a kid saying this is me, and just laying it out and saying this is where I've come from and I am just like some of you, and it works!"*

## **Conclusion**

### **Closer to Home**

Predominantly, participants spoke of work that was all about engaging with young people and helping them to the point where they can benefit from the employment services on offer. Building authentic relationships and trust, helping young people to build resilience through perseverance, and cultivating self-esteem are recognised as necessary hurdles to overcome before many young people are at a point where they are ready to even consider employment. And once in employment these issues will remain just as important, if not more, as the need to learn new work skills if they are to sustain. The need to generate new and innovative ways to engage with young people, that make them feel more 'at home' is a clear driver for improvements.

### **Within Reach**

Peer endorsement and support was expressed as a valuable means of improving engagement and motivation for young people. While the benefits were unanimously recognised by participants, evidence of formal delivery through recognised peer-to-peer programmes was minimal. More often, examples were given of peer support achieved by chance or personal innovation rather than by service design. Whilst all participants effortlessly recognised the benefits of peer support, in many cases, unless prompted it wasn't spontaneously spoken about. Endorsement of peers helps young people visualise their goals as 'within reach' and the opportunity to deliberately harness peer-to-peer as an active service is a clear driver for improvements.

### ***"Online Recommendations made by my friends and my peers, I would take notice"***

*"Young People Workshop Quote "I was young offender came out at 16, and needed help with interview skills, and to go to the interview because of my social anxiety. I had ask to for interview skills support. But did not like asking for it and it was hard to get it.*

*I now provide peer to peer support to young offenders for a charity called Muslim Aid , telling my story, it works and I provide peer to works Charity ( Muslim Aid)."*

## In Language We Understand

The discernible fact that ‘even the language can be completely different....’ was evident to participants. Communicating in the terms of young people is imperative and so is the medium used. The use of technology and social media was seen as a powerful asset however largely underutilised and an opportunity for vastly improving engagement with young people.

## SOCIAL MEDIA RESEARCH



(Appendix E)

To further understand how young unemployed people are engaging the social media, research starts to delve into what the young people are thinking and feeling about unemployment.

This part of the research was commissioned in order to identify key social media topics, trends and barriers for young people classed as NEETs across West Berkshire and Reading. It was carried out by a specialist organisation called Foco (see Appendix E for full Social Media Report)

### Method & Scope

The process split social media research into two major strands in order to reflect the two broad types of NEETs: those who are unemployed, and those who are economically inactive.

From March 20th to September 20th, 2017 data was gathered with a mix of manual searches as well as the use of enterprise social media and web analytics tools. 13,600 posts from Twitter, blogs and forums were ‘pulled’ from the web from all over the U.K., examining 20,583 mentions (posts, comments and engagements from across the social web). The data

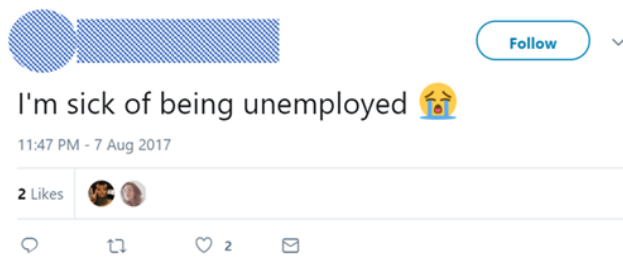
was then filtered to extract only results from users signed in or located in outer London and the South East (consisting of the Home Counties, including Berkshire).

## Findings

The findings draw attention to the type of communication people in this age group enjoy, such as YouTube videos about gaming or inspirational videos about beauty.

Posts on forums about issues around unemployment reveal an altogether darker story, with anonymous NEETs sharing intimate details of mental health problems, drug and alcohol dependency, and unstable family life.

When we look at conversations about unemployment among young adults, experiences of poor mental health feature regularly. Often, words such as 'depressed' or sad emojis to this effect are used in a direct reference to how that person feels about their employment status, for example,XXXXXXXX, aged 18, posts on Twitter:

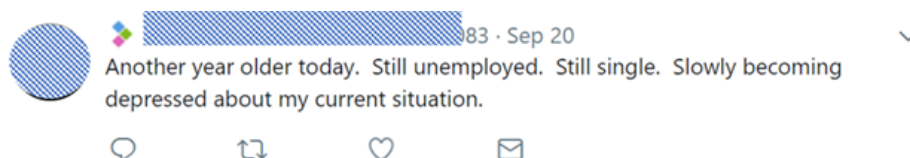


Structural barriers are reported too. Some jobseekers share problems with application



closing dates being out of date, as well as problems with finding jobs in their area.

Again, there is evidence that long-term unemployment affects mental health. Seven months later, XXXXX posts again.



Importantly the research is highlighting that young people are talking about employment and it is an issue for them and they are finding ways to share how they are feeling about it

## 'Employment' is a hot topic

- London
- Outer London (e.g. Reading & West Berks)
- Leeds
- Manchester
- Lancashire
- Scotland



### Evidencing Practice

#### **BOLD Social Media Glass, Netherlands**

Project data platform BOLD Social Media Glass, developed by data scientists of the Leiden, Delft and the Erasmus University. The research team consists of data scientists, social scientists and cultural scientists. They received \$2.5m euro funding in September 2017 to investigate the option to combine structured urban data with unstructured, dynamic data from sensors or social media, In this research the option to use this Big Data system to get an overview and reach the 66.000 young NEETs in the Netherlands will be studied.

#### **Required Actions:**

- Immerse in the attitude of young people and speak their language
- Inventory existing platforms for young people
- Determine the form in which young people give input and influencing this.

**Web:** [Data platform Social Glass](#) <sup>(3)</sup> and watch the video for more information about the project.

### Conclusion

The social media research has found that a high number of young people are very active in using social media to find employment. They share their frustrations with each other and importantly gain peer endorsement around how they are feeling and their views.

---

<sup>3</sup> [Data platform Bold-Cities Social class](#)

From the evidence we have gained from the workshops and interviews social media an often-used communication channel that should be used more strategically to improve attraction and engagement.

**The Young People's Workshops explore this further:**

*"... we would attend if we knew about it through social media, use a \*@!! load of emojis to promote it!!! Bring employers to us!"*

***"So, like I met a couple of my friends over social media. I didn't know them. I was just like hey, you like video games and they were like yeah, and I like met up with some of the ones and like, dude let's play some video games and that was basically, we blended both of the things together and it kept the friendship and it's still going on and it's been going on for like seven years."***

*"I'm thinking things that are dying out, like Snapchat and Scram, there's going to be another social media. YouTube is slowly dying out actually. So there's going to be another YouTube. Like all these things young people will definitely know about and always keep updated about, so every five seconds they will be like oh, this is going on, this is going on, like they will check their phone non stop".*

***"I think that in terms of their digital footprint and their digital confidence and actually their inability to be able to function in life without digital is more of a danger. So it's just, I mean it's a simple answer really. It's absolutely crucial it has to be embedded in everything we do and everything they do."***

## YOUNG PEOPLE'S WORKSHOPS

(Appendix C)



Figure 7 Newbury Young People Focus Group

Most of the young people that attended were surprising open and honest about their circumstances. After explaining what the workshop was about, both groups were very positive and forthcoming in sharing their ideas linked to their own experiences, on what they need and would want from an employment service.

### Method and scope

Two workshops were hosted with a total of 10 young people from a wide range of backgrounds including Care leavers, Young Offenders, Troubled families. One of the workshops was in Reading and the other in West Berkshire

The objective of the workshops were:

1. Share our findings from research so far, identify gaps and align with the views of service users
2. Identify preferences for the best attraction and engagement solutions for users of the Elevate programme.

### Findings

For the young people who were care leavers living in supported housing, environmental factors were found to be a huge barrier to changing their mindset around gaining and sustaining employment. Many had successfully secured employment and subsequently fallen out of it through a mix of self-sabotage related to feelings of low self-worth through to frustrations of poor pay. Despite the fact there was a strong desire to work and improve their lifestyles unintentional consequences of their sometimes-irrational behaviour.

The groups highlighted other complexities such as being a 'care leaver' or homeless and NEET. They described uncondusive living arrangements, for example other tenants being middle aged men who are constantly drunk and using drugs and making loud noise throughout the night. Another example was having to be out of their accommodation by 8am and then not allowed back in until 9pm, leaving them wondering what they are supposed to do through the day and trying to keep warm.

With all this to contend with, Hostels then warn them not to work as it could result in losing their room due to rent arrears (removing the constant of JSA). It is little wonder they questioned how they were supposed to be in the right frame of mind to look for work.

Other key discussion points:

- The importance of being able to trust the person that's helping them, they were fed up with false promises of thing that would never manifest.
- Needing support in applying for jobs because they were struggling with complicated application processes
- Employers having a poor perception of young people ahead of applications and being advised not use a Hostel Address otherwise they wouldn't be considered
- Feeling pre-judged by Social Workers
- Needing more time with Advisors so that their needs could be understood
- Importance of peer support in helping them see another way. Many participants wanted the opportunity to offer peer support themselves.

Throughout the workshops and interviews we have noticed that young people's Mental Health has been raised as an issue and this was found to be the case through the Social Media research, but Learning Difficulties or Learning Disabilities have not been mentioned although one individual in the group required significant support in filling in short forms.

The majority of young people had and used a smart phone, were able to access a laptop or ipad and were comfortable looking things up online. Main use for phone discussed was;

Texting, Whatsapp don't call anyone, Snapchat (Snap Text and Photos) Facebook, Email, Instagram. Some also stated being a member of forums linked to finding jobs.

Some of the young people hadn't heard of Elevate and those that had didn't all have a positive experience.

*"...went to see Elevate, CV support and job searching. Typical council service. Don't get a good service just average..."*

**"Someone else stated the Elevate website was suitable as a jobsite. "**



## Key Findings

### What young people said they wanted from an employment service

#### Pop Ups'

- Run by young people, use closed shops as a space to promote jobs for young people,
- Raise awareness with the employers that we are here!
- Provide Information on different employers
- Would do paid jobs to run the service both for digital and pop-up

#### Online services

- Online Peer to Peer support would work
- Use an App for young people to chat to advisors
- Content should be designed by young people as they would feel like they are achieving something
- Online employer interviews
- Online Recommendations for friends and peers, I would take notice.
- Incentives would work well - seeing my progression through the online journey into employment.
- Like the idea of young people helping young people online as would take notice

#### Service Enhancement

- More flexibility service, drop in service
- 1-1 Assessment to identify individual needs
- Employer information about local employers that pay well
- Young people led Work experience placements
- Self-employment opportunities
- Provide Mentoring & Coaching
- Fill in the gaps example given (CV, Cover letters & Advise )
- Phone, text Web Chat service, Facetime
- Information Provided on our needs

#### Quotes - Young Persons workshop:

*"...there are a lack of role models - easier to find someone with a drive then a role, it's better to have someone with drive then a role model."*

***"I now provide Peer to peer support to young offenders promoting it works for a Charity called ( Muslim Aid)."***

*"We would feel proud if we ran services for young people and would feel like a real sense of achievement."*

***"... you need our input especially if it's going to be a service for us because then it will, I think it will just work better."***

*"...with teenagers it's all being part of a group."*

***"...getting really good success rate, really good engagement because kids listen to other kids"***

*"...people that keep their Promises, if someone says they are going to do something do it. Help looks like listening to us like this workshop is help. Time is an issue. Listening to*

young people is key. Time is an issue, speed of support is key. “

**“We don't know where the services are that we can use.”**

“...we are looking for people to Trust. “

**“... I belong to a number of group forums to find jobs...”**

“...yes I needed reassurance that I could apply for roles. We want to Advisors to build up trust with us, but need time to do this.”

**“Time is an issue. Find out more about what we want rather than pushing jobs we don't want our way.”**

“I need help with interview skills, go to the interview with you because of my social anxiety. Provide support a week before, I had ask to for interview skills support. But did not like asking for it and it was hard to get it. “

**“Mates left course so I left.”**

“We want people to trust in the community and listen to our needs...”

**“Can't talk to staff at Two Saints Nothing is confidential...”**

“We don't know where the services are..>”

**“People like us who want to work, we are bored sitting at home.”**

“...she treated me like a daughter, acted like a best friend and told me off like a mother. I trusted her.”

**“We share job opportunities with each other.”**

“Bring employers to us...”

**“...people that keep their Promises, if someone says they are going to do something do it. Help looks like listening to us like this workshop is help, Time is an issue. Listening to young people is key. Time is an issue speed of support is key.”**

“...not heard of elevate service or website nobody has shown us.”

**“Don't really support each other at houses, Two saints Tenants are only friends if you have drugs...”**

“I feel like social media and everything will be amazing to connect with young people because basically that's all they do so probably great. “

## Conclusion

Acknowledgement of learning difficulties and mental health is noted as a reference gap within the semi structured interviews and now within the young people's workshop feedback.

The groups were all very self-aware, understanding their needs from a service as well as identifying their own behaviours that needed to change or improve to progress. They reference peer support as a positive way of doing this, mentioning people that have inspired them to make some changes to date.

They recognised they needed more time with advisors to build a relationship of trust and for the advisor to get to know them and understand their needs. The frontline workers interviewed recognised their need and voiced their frustration at not having enough time to spend with the young people they support the two groups are aligned yet there is a service gap noted.

The groups were clear that they valued in person support and wouldn't want online services to take over. They did however acknowledge that large elements could be digitised to improve services and that social media is a really good way of communicating with them.

## WIDER RESEARCH

### Desktop Research (Appendix D)

To help test our local findings we reviewed a number of existing research papers, innovative projects and pilots nationally and internationally that dealt with the attraction and engagement of young people that are not in employment, education or training.

### Projects With Purpose Website Forum and Survey (Appendix F)

Accessed through [neet.projectswithpurpose.co.uk](http://neet.projectswithpurpose.co.uk) a network of over 2000 LinkedIn users were invited to contribute to an online forum and survey focusing on the emerging themes of 'Effective Engagement' and 'Psychological and Behavioural Traits' from the initial workshops. Over 400 people participated with a number of them asking for further information and offering to be involved in any further development.

Interested organisations: Future Care Capital, Equal Approach, Microsoft, Do IT Solutions, Orchard Hill College & Academy Trust, Twinning Enterprise, Good Things Foundation, Newcastle College Group, Foco Global

## Online Forum (Appendix F)

The forum had 390 views with 25 posts. The posts are full of useful insight, practice and thoughts around the thread subject, sample:

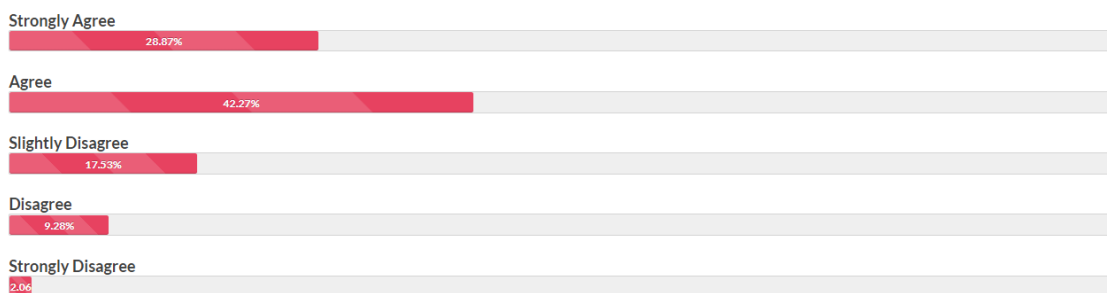
*“Building on what they already feel good at or know something about will overcome the feelings of not being good enough especially if learning difficulties have made life hard. Difficulties with attachments and being let down makes it hard to put yourself out there for another rejection. Difficulty regulating makes it scary what impact a knock back could have - rage? suicidal feelings? So safer to go for what is predictable. Life scripts that mean I don't deserve it so self-sabotage. Therefore, support needs to allow time to learn how to regulate, how to make sense of past experiences and increase self-worth before having the ability to hold down relationships and a job.”*

## Online Survey

There were 412 responses to the online survey, further endorsing our selection of themes and sub-themes:

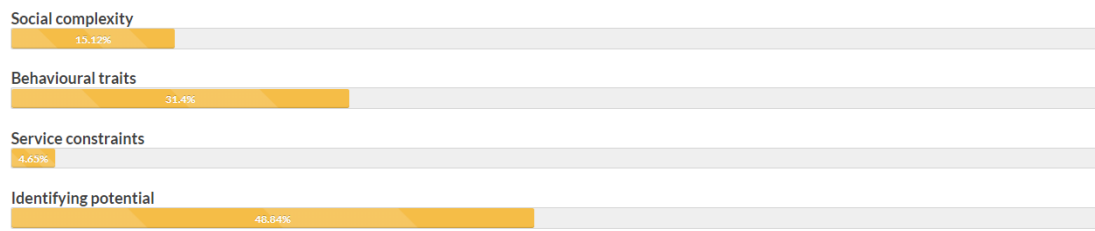
71% Strongly agreed and agreed that Peer to Peer support is thought to be the best way to engage with young people:

Peer to peer support is thought to be the best way to engage with young people.



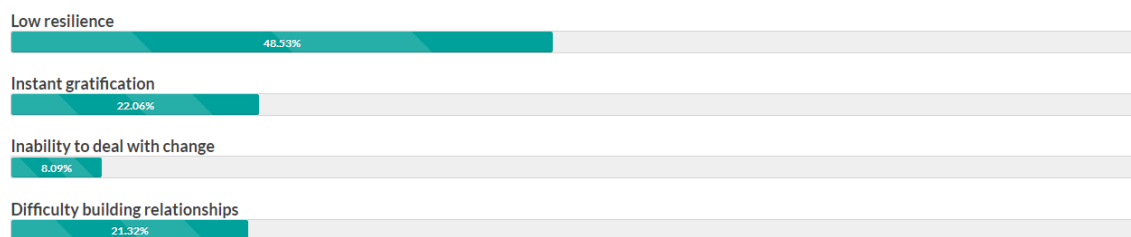
48% of respondents see identifying Potential as the biggest barrier to youth employment:

What do you see as the biggest barrier to youth employment?



48% thought low resilience was the most important to address to improve youth engagement:

Which of the following is the most important to address in order to improve youth engagement?



“ Young adults have many more distractions in their lives today than 20 or more years ago. They get gratification from so many other areas faster and therefore spend more time on those projects. — Survey response - Instant gratification reason ”

## CONCLUSIONS

This discovery phase of work was to test the hypothesis:

**“Could a young people’s, peer led, digital service attract and engage significantly more people to the Elevate Programme”**

In conclusion our findings say yes it would, however both young people and Elevate frontline teams believe that a digital service in isolation would not work, a ‘blended’ service should be developed.

The detailed knowledge and experience held by the service providers around the service they deliver, the needs of young people they serve and how best to support them has been incredible. However, the evidence shows a fundamental disconnect between how services are set up to support NEET young people and the needs identified by the service users that participated in this discovery phase:

1. Service providers recognise the need to invest more time in developing relationships with young people to understand and meet their needs.

2. Young people are saying, yes we want to engage but we need more time with our service providers so that we can build a relationship of trust and so that they can understand our needs better.

*“we want people that keep their Promises, if someone says they are going to do something do it. Help looks like listening to us, like this workshop is help. We recononise Time is an issue but Listening to us is key. Time is an issue, yes, but speed of support is key.”*

Both stakeholders want the same thing, but tight budgets and existing service designs are maintaining this gap.

3. Existing marketing and communication is not working. Young people don't know of or trust the employment services that are available to them. The social media research offers a solution, showing how messages can be shared organically using the right language through online peer groups and social media.
4. Peer support led services has been identified as a powerful way of attracting and engaging with young people. However, it is an activity that happens in pockets or by chance rather than by design meaning it is a primarily untapped opportunity to improve services to young people.
5. Digital is being used by young people as a matter of course and they are keen as are the service providers to use it more effectively within service delivery. Young people are clear they wouldn't want this to replace in person services as this is valued by them.
6. Learning difficulties and mental health was not talked about by the service providers although mental health was highlighted as a substantial issue by the young people. Recognising the common link between the psychological and behavioural traits often leading to becoming NEET e.g. exclusion from school, young offenders and learning difficulties, not identifying a fundamental service user needs will lead to continued lack of engagement and where employment is successful, a lack of sustainment.

***“...yes, because it's in the pocket of every young person. great way to target young people.”***

*“You know they could just you know have an app on their phone which sends the notifications to say you've got this, you got that.”*

***“ So you know what would be good if we did some of these days experiences. if we can show them little snippets and put them on YouTube so I can say look this is what this job is. So this is what you can do in life...”***

## RECOMMENDATIONS

New initiatives to support the elevate programme need to be designed to deliver significant tangible results during the next 12-month period and within the constraints of limited budgets and Elevate operational staffing resources.

A series of young person led, short pilot initiatives are recommended that are equipped to:

- Deliver immediate results aligned to the Elevate Programme requirements
- Provide evidence that proves concepts for ready expansion of new initiative
- Can be evaluated to demonstrate Return and Social Return on Investment over discrete time parcels

### Recommended Approach

Working with young people and the Elevate teams, scope out and agree objectives for agreed initiatives.

Measures of success are to include:

- Effectiveness of attraction strategies
- Sustained levels of engagement
- Behaviour change of young people (linked to involvement of work packages and subsequent experiential learning)
- Return on Investment for Elevate Programme
- Systems thinking - new ways to attract and engage young people
- Others to be determined through engagement with Elevate team and young people

### Recommended Initiatives

#### 1. Digital attraction and engagement campaign

##### Overview

The Social Media Research insights report showed that the techniques service providers and public-sector organisations used to provide information about jobs, training and education programmes are not hitting the mark. The results speak for themselves. Projects with Purpose will provide the tools, learning and support for young people to use digital methods, including social media, to reach out directly to their peers, in the places they inhabit online. The pilot will be led by young people who would be upskilled and then coached in social marketing, enabling recruited individuals to develop and run the campaigns.

Campaign targets will be developed that meet the requirements of the Elevate Programme that can be delivered in isolation or in conjunction with other initiatives.

## Expected Benefits

- Test in a short period of time, the value of a young person led attraction and engagement activity across the Elevate Programme.
- Tangible results, measured against a specific campaign strategy using a clear set of metrics that demonstrate impact, effectiveness, Return and Social Return on Investment
- Exponential increase in uptake by communicating in the right language, in the right places.
- Continued learning and insights into the Social Media channels that get the best results.

## 2. Pop-Up Local Job Information Service

Elevate Service providers in both workshops and interviews have told us we need to go to young people within their communities and their own homes however funding and operational limitations mean that young people are being asked to attend Elevate offices.

Young people that we have engaged with have suggested pop-ups within their local communities that they could run, to engage with local employers and to attract young people.

Elevate staff and young people work in partnership to trial a Pop-Up Job Information Service in Newbury. Led by young service users, individuals will receive a business coach to support them in planning and managing the pilot project. Employer engagement and involvement can be supported by Elevate staff with existing links and the service would actively signpost to services already successfully established within the programme. The pilot can be delivered in isolation or in conjunction with other initiatives.

## Expected Benefits

- Test in a short period of time, the value of a young people's face to face, peer to peer led service.
- Increased uptake from employers and young people by using a new, local young people led local employer engagement initiative
- Development and testing of a new hyper-local way of attracting and engaging young people.
- Assess commitment of local employers to provide work trials or employment through this local initiative led by young people in the community.
- Further employer and youth attraction from PR opportunity created by new local initiative



### 3. Peer-to-Peer Website and Online Service

#### Overview

Develop a basic website with online peer support through web-chat, forums and content sharing designed by young people to provide an ongoing extension to Pop-Up services. Young people will receive digital upskilling in basic website development, and a business coach to support them in planning and managing the project.

#### Expected Benefits

- New, active channel for attracting new candidates to the Elevate programme that people can access from their own homes and communities.
- Motivation from real-time peer support directly through web-chat
- Provides alternative options for those that prefer to engage digitally
- Measure the ROI of digital engagement

### 4. Peer to Peer engagement programme - underpinning each pilot

To explore the peer to peer concept linked to the each of the pilots, the approach would be taken weave in a peer to peer delivery model for all.

Working with the Elevate teams and local mentoring organisations (locations to be agreed ) attract young people who would be willing to participate as peer mentors. Then develop and deliver a peer support programme that builds on the relationships developing between the young people engaging with new initiatives. Young volunteers will work with new initiatives, helping to shape and grow the programme and assess which route is the most effective for peers to attract peers.

#### Expected Benefits

- A smaller scale pilot to measure the effectiveness of a peer to peer programme run by young people
- Opportunity to learn and shape any longer-term peer programmes
- Explore which of the Peer to Peer models within each of the pilots have the most impact

## 5. Hidden Impairment Assessments - Effective identification of learning needs and reasonable adjustments for employment

### Overview

Using an agreed market leading Do -It assessment profiling tool with a sample of XXX young people to identify learning needs, hidden impairments, reasonable adjustments and other traits to provide support plans based on identified needs. Macro data is used to show trends that can be used to inform service provision priorities and re-profiling with individuals will measure distance travelled over time. Profiling can be used for existing Elevate candidates and for candidates attracted through new initiatives.

### Benefits

- Identifying individual barriers to engagement - e.g. reading age and support needs to ensure these needs are met
- Identify hidden impairments so that tailored support can be offered
- Macro data to inform need for existing and design of future support programmes

### Projects with Purpose

- Projects with Purpose delivery of skills, coaching and mentoring of the young people delivering the pilot projects and the measuring of impact, reporting and pilot governance.
- PWP are a client centric led organisation with a wealth of experience in designing peer to peer led blended digital services for disadvantaged people resulting in increased social mobility and economical benefits.
- Continuity of service for delivery phase (gained essential knowledge and insight of Elevate service and both service provider and young people needs)
- Established links with young people in Reading and Newbury and Elevate Stakeholders
- Access to essential Impact assessment tools to measure and analyse effectiveness of proof of concept
- Have the essential skills and knowledge to empower young people to get and remain involved and designing services that enable an experiential learning experience for young people.
- Experienced in coaching and developing Executive and Management Teams in organisational change that makes the most out of delivering digital services.

# APPENDICES

## APPENDIX A – WORKSHOPS

link to follow



### Description

As part of the initial discovery phase two workshops were organised and ran on the 5th October 2017 am & pm , with service providers that engaged with young people across Reading and West Berks.

### Objectives

1. Through informal discussions obtain their views on the main barriers that young people face, in addition around their personal understanding and thoughts of the existing service.
2. **Gain views on the following**

<ul style="list-style-type: none"><li>• Existing service provision</li><li>• How they could be improved</li><li>• What works well</li><li>• Who we should be talking too re semi structured interviews</li><li>• Thoughts on Peer led approach</li><li>• Issues at play from their specialist area and local nuances and specific challenges e.g. Urban V rural</li></ul>	<ul style="list-style-type: none"><li>• What Q's they would appreciate knowing the answers to from within the semi-structured interviews.</li><li>• Identify early project champions</li><li>• What shall we name the project</li><li>• Input into project communication etc.</li></ul>
---	---



## APPENDIX B - INTERVIEWS

### Link to folder

Using the categories and sub themes that were identified as the most relevant in preventing young people to engage with Training and Employment, from the initial workshops on the 5th October and using the following process:

Objective - Agreed structure scope and approach to the semis structured interviews

- Share findings of focus groups
- Share findings so far from Social Media Analysis
- Agree final list of Interviewees for semi structured interviews
- Agree dates for interviews
- Agreeing question sets and scope of the interview sessions (inc. Reference to Peer led and digital delivery models:
- Generic
- Role specific

We developed a set of 5 standard questions to be used within 8 semi structured interview Style. The interviews were recorded and using transcribing services we produced transcripts for each Interview. This allowed us to then compare and analyse the responses to the questions.

### Questions were asked about the following areas:

- About you
- Effective Engagement
- Psychological & Behavioural Traits ( Sub Theme Resilience )
- Psychological & Behavioural Traits ( Sub Theme Needing Purpose )
- Peer Endorsement ( Sub Theme of lack of role model )
- Use of Technology.

### The Interviewees

We were fortunate enough to interview 8 people from a wide range of service provision, Youth offending team, Care leavers, both Prevention & Tracking. This enabled us to gain a wider view on the barriers young people face. Detailed in the main report.

## List of interviewees:

1. **Cathryn Henry - 14-19 Participation and Apprenticeship Lead** (Reading Council May 2015 - October 2017)
2. **Patsy Jones - West Berkshire Senior Social Worker; Leaving Care Team:** Working with Looked after children Post 16.
3. **Shari Barrett - The NEET prevention team.** Elevate hub from Wokingham.
4. **Alex Pye - West Berkshire 16-24 Tracking & Engagement Officer:** Working with young people aged 16-24 to support them to participate in employment, education or training.
5. **Charlotte Mcauley – West Berkshire Youth Offending Team Intensive Officer:** Working with young people on court orders for periods anywhere between three months to three years.
6. **David Bolam- Employment Support Hub Coordinator,** Children, young people & learning. Bracknell Forest Council Elevate Hub
7. **Savannah Cook -Interventionist Tracker.** Working with in the NEET Prevention Team, Wokingham Elevate.
8. **Nicky Philpott - West Berkshire Restorative Justice & Reparation Worker**

## APPENDIX C - YOUNG PEOPLE'S WORKSHOPS & VIDEO

### Link to folder

### Link to Video

We hosted two, 2-hour workshops with 10 young people from a wide range of backgrounds (Care leavers, Young Offenders, Troubled families) one on the 5th at the Reading Elevate Hub and on the 8th December 2017 at Newbury.

The objective of the workshops was twofold:

### First Session 1 hour - sharing our findings and gain their views, do they share the same

Obtain Young People's views on the emerging sub Themes/categories from both initial workshops with service providers, Social media report findings and Semi Structured Interviews

### Second Session 1 hour (Service Design)

What young people's views are on what a service should look like to attract and engage young people: Considering how could digital, Social Media, Peer to Peer be used within that service.

### Questions used were:

What would you want it to do for you?

What Content do you think should be used

Look & Feel - what should it look like

**Newbury Young People Focus Group (Very different group to the Reading group - care leavers)**





**Reading Young People focus Group (Wide range of backgrounds enabled rich discussions about sharing experiences and their views on what they need)**



Both Groups were very engaging and forthcoming with their own experiences and views on what they wanted and ideas on what they believe the service should look like.

#### **APPENDIX D - WIDER RESEARCH**

[link to folder](#)

#### **Desktop research Initial headlines**

We took an approach with the NEET research to identify what best practice there was linked to the key themes identified from the initial Focus Groups and subsequent findings from the semi structured Interviews. We looked at what research there was in the UK and decided to research what approaches were being taking in the Netherlands, known for their innovation around specialist services.

**Below are some of the highlights we have found linked to Motivation & Barriers and costs to the public purse:**

Support from a partner, family members or peers was a particularly significant motivator for those who had applied for a course and **least** important for those with no plans regarding learning”

### **BIS Motivation and barriers to learning for NEETS (Feb 2013) research paper 67**

NEETs as pre-offenders have often had:

“negative experience of traditional classroom subjects, or struggle with self-esteem and communication.”

### **Coates Review, Unlocking Potential: a review of education in prison**

Develop alternative and flexible learning opportunities for young people who do not benefit from a conventional classroom experience” p3

### **Approaches to supporting young people not in education, employment or training – a review (2012)**

Conclusions

“identified an overall lack of high quality studies examining online peer to peer support for young people” p3

### **Online peer to peer support for young people with mental health problems JMIR Mental Health 2015**

### **Cost of NEET homeless**

The research found that the estimated cost to the state of a NEET homeless young person is £12,200 per year at 16-17 years old, which is £8,900 more than for a NEET-only young person. The total cost of a NEET homeless person then rises for 18-24-year olds to £19,400 per year. This is £12,200 more than the cost of a NEET-only young person. It is estimated that 83,000 young people experience homelessness every year (Clarke. 2015). Based on Centrepont data which shows that 58 per cent of homeless young people are NEET, the annual net public finance cost for all NEET homeless young people is estimated at £556m per year over and above the cost if these young people had not been homeless. A

### **Is prevention cheaper than cure, Centre Point report October 2016**

### **Attracting & Engaging NEETS is not just a UK problem. A snapshot of the Netherlands & Europe**

## **In addition to where it complimented/ endorsed interviews/ workshops what else was interesting**

With around 16.5 million residents on approximately 42,000 square kilometers of inland area (that includes 1600 square kilometers of water where nobody lives), the Netherlands is one of the smaller countries in the world.

there are currently still about 66,000 young people who are not registered with educational institutions, cannot be found in UWV's employers' files, are not working on a legal bound employment contract and are not visible to the government.

young people are no longer eligible to register for a home; they are no longer entitled to student grants and cannot apply for an ID. In addition, those who are not registered in the population register cannot claim further education, medical care (The Netherlands only have private health insurance)

it is assumed that the existence of ghost youth can form a basis for crime, radicalization or other normative conduct. Young people who are neither in employment nor in education or training are at risk of becoming socially excluded

Already in 2005, the Dutch government formulated the aim to reduce the number of early school leavers per year to 25,000 within 15 years.

The tragedy is that NEET youth and their parents often have no idea of the profound consequences of not being visible to any government bodies. This can create major issues for the social and economic future of the youth. In the short term, they seem to have found a solution to the urgent difficulties and problems they face, but in the longer term these solutions prove to be devastating for their future. For example, these young people are no longer eligible to register for a home; they are no longer entitled to student grants and cannot apply for an ID. In addition, those who are not registered in the population register cannot claim further education, medical care (The Netherlands only have private health insurance) and also to engage with someone who can provide support is more difficult. Long term issues can arise such as: reduction in pension or other benefits. Finally, it is assumed that the existence of ghost youth can form a basis for crime, radicalization or other normative conduct. Young people who are neither in employment nor in education or training are at risk of becoming socially excluded – individuals with income below the poverty-line and as said before, lacking the skills to improve their economic situation.

The Dutch government want municipalities and organisations like e.g. the UWV (UWV provides national implementation of employee insurance and labour and data services) <sup>(4)</sup> and social services <sup>(5)</sup> to work effectively together in partnership with the aim to guide around 66,000 NEET youth to education and/or work. Already in 2005, the Dutch government formulated the aim to reduce the number of early school leavers per year to 25,000 within 15 years. Nevertheless, there are currently still about 66,000 young people who are not registered with educational institutions, cannot be found in UWV's employers' files, are not working on a legal bound employment contract and are not visible to the government. Everyone wants the same for young people: working towards an independent existence. The government calls upon municipalities to help the youth to go back to school or to prepare and assist them to mainstream employment <sup>(6)</sup>.

This desk research is based on the principal that everyone has something to offer and to be committed in assisting people in finding their strengths and potential, irrespective of their situation background and disabilities. Although the amount of NEET youth in the Netherlands are low in comparison to other European countries according Youth Workers Index <sup>(7)</sup>. **The European statistics are alarming. The European situation has been made aware by the organization of Economics Co-operation and Development (OECD) <sup>(8)</sup>.**

## APPENDIX E – SOCIAL MEDIA RESEARCH

### Social Media insights Report

#### Link to report

We know that young people spend a lot of time online, so we felt it was important to understand what they were doing on social media, which hasn't been properly understood within the context of youth employment

In line with our discovery phase objectives of gaining an understanding young people's behaviour. PWP were keen to find out what the behaviours are for young people when

---

<sup>4</sup> [UWV - employee/er benefit agency](#)

<sup>5</sup> [Social Work The Netherlands is the trade association of social work](#)

<sup>6</sup> [Government want better support for youth](#)

<sup>7</sup> [Young workers index \(PwC\)](#)

<sup>8</sup> [OECD data on numbers of NEETs in Europe](#)

using social media. What are they saying and wanting?. Explore a question we had, is social media an effective way to attract and engage young people to the Elevate service.

To do this we commissioned Foco Global, who help fintech companies improve the lives of their customers by inspiring social good. They do this through the following stages:

**Deep insights** - use ethnographic semiotics, social network analysis and existing organisational data to gather deep and sometimes hidden insights into the core beliefs and behaviours of the people

**story building**, - co-create emotive, memorable stories that inspire transformative action.

**Storytelling**- help clients to identify the vehicles they should use to tell those compelling stories to the right people in the right way at the right time - from technologies and media to events

**Oversight**- help clients measure and improve their storytelling campaigns, so the results improve continually. Permanently.

With the agreed outcomes & needed insights below. Foco examined 200000 young people Social media post over a period of 4 weeks.

Outcomes Identify the key issues affecting youth employability across West Berkshire and Reading to boost employment amongst 16-24-year olds not in employment, education and training (NEETs).

Online social insights brief

- map the online networks of experts and influencers relating to young people (16-24) and employment within West Berkshire and Reading
- identify the key topics, trends and networks of the young people generally across these regions
- identify the key topics, trends and networks relating specifically to youth employment
- identify possible barriers to employment such as user experience, usability and accessibility.

### **PwP press quote used.**

*Online mapping will help understand not only the issues young people are facing, but the language they are using, which will help the service engage with what can often be a hard-to-reach group.*

*'We know that young people spend a lot of time online, so we felt it was important to understand what they were doing on social media, which hasn't been properly understood in the context of youth employment.'*

*'We are managing to uncover some of the issues about why they are not engaging with public services,' she tells New Start. 'One of the key things that has already popped out of the preliminary data is that young people do not understand what is on offer or how to get it.'*

*'This will give us some insight to identify what we can put in place to support this group. In terms of being able to communicate and invite them to a workshop, it's an incredible insight that we haven't had before.'*

## **APPENDIX F - WEBSITE SURVEYS & FORUM**

### **Description**

Using the identified sub themes & categories from the initial workshop with Service Providers and young people. We developed a 3 questions survey linked to these categories to gain wider thoughts through a Social Media Campaign.

Within PWP website we created a landing page where visitors could register and complete the survey. In addition, we developed a discussion forum, designing a number of questions again linked to the sub themes and categories using the 5 key questions below.

The social media campaign ran from mid-October through to early January. Using existing data bases of relevant contacts we undertook a targeted approach and through the creation of a number of posts.

This evoked a lot of interests within this subject matter, suggesting this is an area many people are thinking about.

**The headline results:**

412 Responses to the online survey

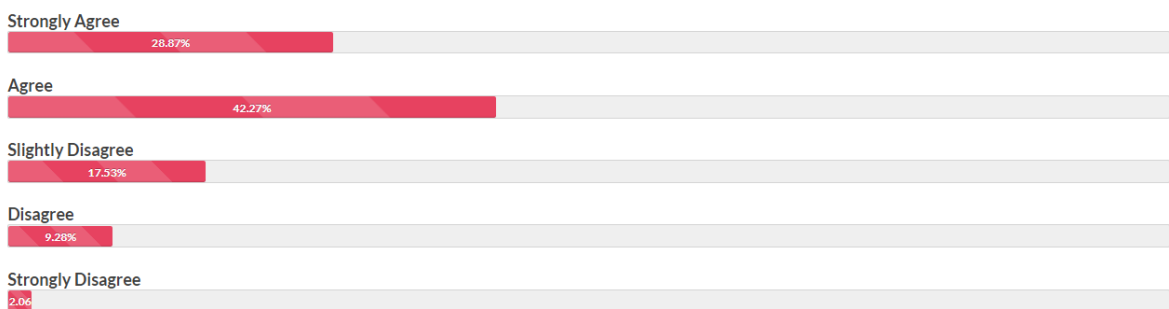
390 views to the forum

25 posts within the discussion forum (See quotes below)

**Survey**

**71.07% Strongly agreed and agreed that Peer to Peer support is thought to be the best way to engage with young people**

Peer to peer support is thought to be the best way to engage with young people.



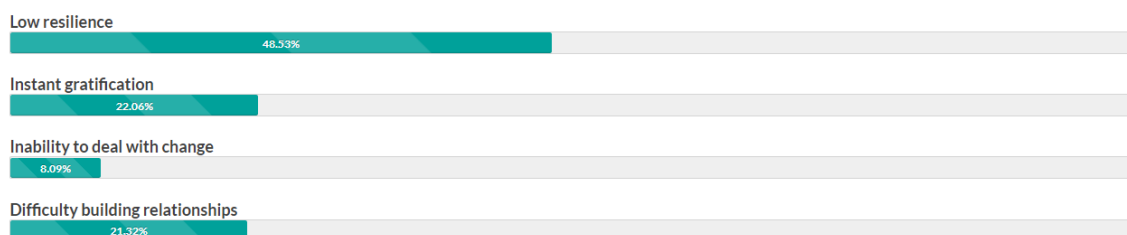
**48.8% of respondents see identifying Potential as the biggest barrier to youth employment**

What do you see as the biggest barrier to youth employment?



**48.53% thought low resilience was the most important to address to improve youth engagement**

Which of the following is the most important to address in order to improve youth engagement?



“ Young adults have many more distractions in their lives today than 20 or more years ago. They get gratification from so many other areas faster and therefore spend more time on those projects. — Survey response - Instant gratification reason ”

## 5 Discussion themes & Posted comments

### Link to forum

1. What type of support do young people want and how do we address such complex needs? (ID: 3)

***Research with both young people and service providers suggests young people have a fear of failure linked to years of non-conformity and peer pressures have endorsed their feeling of worthlessness...***

*They need someone to contain their difficult feelings rather than react to them, a mirror that shows their value and a role model who shows how to have good relationships by having one with them, able to repair the inevitable ruptures and negotiate a better way forward for both building Emotional Intelligence.*

*I think young people are also looking to be empowered and encouraged to take ownership where they can. Having a role model who is 'on the journey with them' and understanding, rather than a figure head who 'knows it all'. I think that being presented with someone who comes across as 'knowing it all' might be intimidating and cause them to shut down/resist.*

2. Young people and instant gratification, it's a trend, but what does it mean for them and their futures? (ID: 2)

***The first key theme we'd like to explore is the need young people to have instant gratification in all that they do, it was mentioned numerous times in the workshops. It would be great to here thoughts on this and any examples.***

*I am working with a young boy who wants to always take the therapy toys home. With consistent boundaries he is learning he can cope with disappointment as more than likely he is distracted by something else soon enough as we notice this happens each week. He*



*started full of rage in the initial sessions but now his annoyance is more of a grumpy complaint.*

*On the learning side where I work, we no longer fight it —we gamify it. Shorter, smaller content bites. Quicker feedback and rewards. It's both a metaphorical and practical framework. Metaphorically one plays against oneself, the other, and the rules of the game. Practical, is conscious practice upgrades performance. Notably when students see skill as learned, not innate. No more 'I'm stupid', but what I did was stupid. Big caveat is the chemical soup a student —a player!?!— brings to the game. Dosed up diet-coke and twix, smooth concentration is elusive.*

### **3. Why don't some young people engage, what do you think could be done differently? (ID: 4)**

***There are many reasons, personal circumstances, anti-establishment views, not knowing where to start. Perhaps if we spent more time with young people better identify their personal interests that could work?***

*Building on what they already feel good at or know something about will overcome the feelings of not being good enough especially if learning difficulties have made life hard. Difficulties with attachments and being let down makes it hard to put yourself out there for another rejection. Difficulty regulating makes it scary what impact a knock back could have - rage? suicidal feelings? So safer to go for what is predictable. Life scripts that mean I don't deserve it so self-sabotage. Therefore, support needs to allow time to learn how to regulate, how to make sense of past experiences and increase self-worth before having the ability to hold down relationships and a job.*

*I think there are a myriad of reasons why some young people chose not to engage and risk becoming NEET. So there is no one simple solution that will solve the problem of engaging, let alone self-regulating. For example, a young person with a substance abuse problem, will have different issues to contend with, to that of a young person who has reached parenthood at an early age, or a young person who has carer responsibilities. Each cohort will have different barriers to overcome. The key is building a relationship that is built on reciprocal trust and allowing young people to have a voice that is heard, without fear of rejection and ridicule. Life can be tough, and the right support needs to be provided to young people in order for them to start paving their own way of dealing with their decisions about education and employment opportunities. Again, what the support provision looks like will depend on the young person's personal circumstances. A suggestion would be to engage with various cohorts to understand their issues and challenges that would enable you to build a framework identifying key outcomes and indicators that are specifically aligned to each group. This will provide a great insight to designing a service provision that has involved young people, but also one that is directly relevant to them and their personal circumstances.*

*From previous experience of working on digital engagement projects with young people, it's difficult if not impossible to identify a single reason for them not engaging. For some there will be challenging personal circumstances (social or financial); others will feel that the education system (&/or wider society) has given up on them already, whilst others will lack the confidence to learn something new.*

*The root causes of this are complex, but the biggest issue in my experience and opinion is the way in which our education system has changed over the past 20 - 30 years. Schools, colleges and universities no longer prepare students for the world of work but focus on exam success which is in turn driven by the use of league tables and arbitrary rankings resulting from that. I will happily agree that exam success is part of the answer, but it's not the only answer. The consequences of this are that students (particularly in academies or other non-selective schools) who are unlikely to do well in exams are given less attention than those that are. This isn't in any way down to the teachers (almost all of whom are fantastic people, and certainly overworked and under paid), but the system in which they are asked to work, and the results by which they are judged.*

*As one thing that could be done differently, vocational skills, particularly tech related work place skills, have to be brought back to the core of education. To my mind, taking this one step will drive up engagement by making young people feel valued and that they have a future role to play, even if they are not as academically skilled as some of their peers.*

*All too often programmes for young people focus on what they need to be doing differently rather than what they want to be doing differently. Helping people break habits is a tricky, time-consuming and often expensive exercise at the best of times. The trick is to avoid investing in programmes that rely on exclusively on extrinsic motivation e.g. my teacher, my mum, my foster parent, my case worker says I should do it. All too often it's like pushing water uphill with a rake.*

*Helping young people change behaviour starts by understanding what they are motivated by. If you can understand this and then help them take a few **small steps** outside their comfort zone (in the direction they are motivated by) then their web of habits starts to shift, and they become much more open to change full stop. This is because their experience of 'different' is that it's more of a positive experience than they thought it was.*

*The ambition is that after a time the doing of something different becomes the intrinsic motivation. At that point they have a tool for life.*

#### 4. Do 'peer to peer' services help young people as much as we think? (ID: 5)

***From our research with young people, one young youth offender stated, that if he could go back in time, knowing what he knows now, he'd knuckle down to Maths & English. However, he wouldn't have listened to anyone in authority but maybe a friend...***

*I agree developmentally young people individuate at around 12/13 and want to spend more time with and are influenced more by their peers than their parents. There is a lot of research around this. They are looking for a sense of belonging and peers know the culture they are trying to belong to and have the networks and connections. Where young people have conduct issues and low self-esteem they will gravitate to others like them. Trauma can mean it's difficult to regulate emotions and trust people and sometimes attachment difficulties can make any relationship very difficult whoever it is. Someone who has been through this will understand the confusing messages being given out more easily than someone who hasn't.*

*Peer to peer support can be important as the support is coming from a place of understanding but the question is can this always be productive? If someone who's been (and arguably is still) going through similar things is there a risk that the support won't move people forward?*

*In my experience of working with young people there is a need for adult engagement, unconditional support and a will to see beyond labels placed on people through school and where the potential lies. This may sound wishy washy and vague but the value of helping someone believe they have strengths and potential of their own is a huge part in helping people progress.*

*People will always look up to people they admire and respect and getting young people to talk to other young successful people will always help to inspire them to think about what they need to do to focus on their future.*

*Every person is different, and inspiration comes in different forms, so some people may prefer advice/coaching from other people at different age ranges.*

#### 5. What role can technology play in supporting young people? (ID: 6)

***From our social media research, it seems many young people are very active on-line within social groups but frustrated by the lack of relevant jobs or out of date information. Surely, we can do better than online job boards though.***

*Social media can give the benefit of anonymity. Young people engage easily with technology and can meet other people like them. There are fears around it being safe, creating insecurities and of copycat behavior however that would need to be considered. Samaritans offers a text service which is very well used predominantly by young people so there is evidence that a listening role can be provided via technology.*

*If young people can be shown how to use online work sites such as Upwork and Fiverr in a way that they can engage with them then it could be a way for them to access work and start to build their CV without having to get the traditional 9to5 or shift job. For example, we've worked with young people who have used Facebook to get work editing dissertations, and worked with someone who was able to use Upwork to get his first IT project. Often these sites offer a lower barrier to entry and are easier to access than traditional jobs - but still offer valuable work experience.*

*Technology is already supporting young people through providing the opportunity to uploading content to free sites and having brands and organisations pay them for this ie Instagram and SnapChat.*

*Technology encourages entrepreneurship. The ability to adapt to new and emerging technology from personal initial observations suggest that the young people are early adopters and they can lead the way in using this to support their goals and dreams.*

*As more and more young people are spending most of their spare time using technology such as mobile devices and wearable technology, using technology to capture young people's attention and inspire them have a goal and go after their goal will change young people's mindset. Technology is a great tool to get them focused to do something good with their life, but technology on it's own is not the silver bullet.*

*I think the majority of young people already know how to use most technology -it's just normal to them, they have almost always used it. Perhaps they would benefit from having more automated ways to look for jobs, without having to fiddle about with a computer to upload a CV etc.*

*What if there were an app that could help them put their CV together (is there one already?) they could follow the prompts to input their various experiences, choose layout options etc. Then the app would link them to job sites etc to upload it.*

*I really think that when we are talking about technology with younger people in mind, we're not really talking about computers anymore, it's more about using phones and tablets. If we can make it so that things are more accessible without having to use a laptop/desktop computer, I think that would really help*



**European Union**  
European  
Social Fund



**ElevateMe Analytics Review**  
Q4 2017 – ESF Claim 8 Period

**ElevateMe Reading**

The total pageviews for the period was 3,129.

By month, these comprised of 1,151 views in October, 865 in November, and 1,113 in December.

There are a few reasons why October may be the month with the most pageviews; there may be users needing guidance after starting a destination in September or it may be that there were more sessions held using ElevateMe as a resource in school/guidance settings. This also shows a steady increase over November into December, peaking mid-month – however, I was making edits at the time and this may also be a factor, as I needed to check that the formatting was correct after making edits. This won't account for a large number of views as I would only need to check each page once after it was changed. Accounting for my excessive access may explain the difference in trend between ElevateMe Reading and other ElevateMe sites over the period.

The most accessed **My City** pages were around work search and work experience.

Most sessions were accessed by those searching organically, but of those site entries referred from other sources, the highest proportion were referred from the Reading Borough Council website.

40.81% of all views in the period provided data to compile age and gender statistics (1,285 views of 3,149 views).

Of this percentage;

- 18-24 – Female - 210 (16.34% of recorded pageviews)
- 18-24 - Male – 96 (7.47% of recorded pageviews)
- 23.81% of all recorded traffic was from users in the project's scope. This bolsters the idea that parents, advisers and teachers are more likely to show the site as a resource, rather than be a site that is used independently.
- As covered in the last report, males are more likely to use ad-blocking software than females, so the true figure will be higher (by how much is impossible to tell). This also applies to the female numbers.
- The largest percentage of recorded traffic came from 25-34 year old females, at just under 20%. This is a common trend across all ElevateMe sites, and may explain part of the gender disparity in site access. For ElevateMe Reading, the difference in usage can be clearly seen in the target age group.
- Something to note as a limitation of these figures, is that Google Analytics does not collect data from users under 18, so two years of Elevate-eligible site users are not accounted for in any of the statistics.



**European Union**  
European  
Social Fund



### **ElevateMe Bracknell**

The total pageviews for the period was 1,259.

By month, these comprised of 471 views in October, 543 in November, and 245 in December.

There is an increase from October to November, perhaps due an interest in pre-Christmas work or in use as a school resource, which also would explain the tapering off in December and the holiday period.

The most accessed **My City** pages was around volunteering, with the second most accessed My City page showing a list of local employers.

The site was accessed most by those searching organically, with the most referrals from other sources coming from *getreading* and various Bracknell Forest council agencies.

A combination of age and gender data could be derived from 35.90% of views (452 of 1,259) – some may only have provided one of the above, and will not have been counted in this percentage. Of the included percentage;

- 18-24 - Female – 49 pageviews.
- No views were recorded against males in this category.
- The largest percentage of recorded traffic came from 25-34 year old females, at 25.88%.

### **ElevateMe Wokingham**

The total pageviews for the period was 2,888.

By month, these comprised of 1,080 views in October, 1,146 in November, 662 in December

This shows a steady increase over October into November, and shares the same trend as Bracknell where pageviews dropped significantly in December.

The most accessed city pages were those on vacancy search, apprenticeships, a list of local employers and work search tips.

The site was accessed most by those searching organically, with the most referrals from other sources coming directly from the Elevate Berkshire landing page.

A combination of age and gender data could be derived from 38.43% of users (1,110 of 2,888) – some may only have provided one of the above, and will not have been counted in this percentage. Of the included percentage;

- 18-24 – Female - 77 (6.94% of recorded pageviews)
- 18-24 - Male – 86 (7.75% of recorded pageviews)



## European Union

European  
Social Fund



- 14.69% of all recorded traffic was from users in the project's scope. The largest percentage of recorded traffic came from 25-34 year old females, at 47.57%. This also bolsters the idea that parents, advisers and teachers are more likely to show the site as a resource, rather than be a site that is used independently. Indeed, advisers and volunteers produce vacancy lists from the site's vacancy search function to send to participants.
- As covered in the last report, males are more likely to use ad-blocking software than females, so the true figure will be higher (by how much is impossible to tell). This also applies to the female numbers.

### ElevateMe RBWM

The total pageviews for the period was 332.

By month, these comprised of 130 views in October, 133 views in November, 69 views in December. This mirrors the trend shown in Bracknell and Wokingham.

The most accessed city page gives information on apprenticeships.

Most sessions came from organic searches, with most referrals coming from the landing page, Ways Into Work and RBWM's service directory.

A combination of age and gender data could be derived from 50.41% of users (491 of 974) – some may only have provided one of the above, and will not have been counted in this percentage. Of the included percentage;

- 18-24 - Male – 66 (13.44% of pageviews)
- 18-24 – Female – 31 (6.31% of pageviews)
- 19.75% of all eligible pageviews came from users in the project's scope.
- The largest percentage of recorded traffic came from 25-34 year old females, at 26.07%.
- As covered in the last report, males are more likely to use ad-blocking software than females, so the true figure will be higher (by how much is impossible to tell). This also applies to the female numbers.

### ElevateMe West Berkshire

The total pageviews for the period were 170.

By month, these comprised of 66 views in October, 74 in November, and 30 in December. This trend mirrors several other partners' figures.



**European Union**  
European  
Social Fund



Most traffic came from organic searches. Most referrals came from the landing page and West Berks services portal (though I can't locate the link myself), though this link may benefit from greater prominence on the services portal.

No data in West Berks could be broken down by both age and gender for 18-24 year olds. 21 pageviews were attributed to this age bracket but no further breakdown could be provided. Older age groups access the site in greater numbers. This is in line with previous suggestions that the site is used more by parents and advisors than young people.

### **ElevateMe Slough**

The total pageviews for the period was 969.

By month, these comprised of 347 views in October, 384 views in November, and 238 views in December. This mirrors the trend shown in Bracknell and Wokingham.

The most accessed city page was the city creation page. The most accessed 'resources' were the agency list, in particular the Young People's Service.

Most sessions came from organic searches, with most referrals coming from the Slough.gov and Adviza websites. A significant number of users visited the page directly.

A combination of age and gender data could be derived from 37.67% of users (365 of 969) – some may only have provided one of the above, and will not have been counted in this percentage. Of the included percentage;

- 25-34 – 115 pageviews (31.51%)
- 18-24 – 89 pageviews (24.38%)
- 45-54 - 57 pageviews (15.62%)
- 35-44 – 104 pageviews (28.49%)

Insufficient gender data could be gathered for a breakdown by age bracket. 530 overall views could be broken down by gender, and of these, 365 views could be attributed to female visitors, while 165 could be attributed to male visitors. As stated above, the use of ad-blocking software is more prevalent among male internet users, but is not exclusive to them.

### **Other Notes**

On 19<sup>th</sup> February, we will have the final report from Projects with Purpose regarding peer-to-peer work with young people and digital media. There may be some insight from this report and presentation that we can apply to ElevateMe.

**Review: May 2018**





## **Employment is Everyone's Business (EEB) Update as at 9<sup>th</sup> May 2018 for Elevate Berkshire Joint Committee**

### Introduction

1. 'Employment is Everyone's Business - Stage 2' commenced delivery in March 2017. The aim of the project is to support Elevate Berkshire and the 6 LA areas to Improve life chances and employment outcomes for young people with Special Educational Needs SEND. The project includes 20 days of targeted support of which 3 have been utilised (see update from 21<sup>st</sup> September 2017)

### Current Situation

2. BASE have struggled with continued connections with the 6 LAs given the turnover of staff and also the high demands on staff, which in turn impacts on people being able to attend sessions around Employment is Everyone's Business. Two sessions have been cancelled in the last 6 months: one with Members and one with schools due to the above reasons.

### Next Steps for EEB Stage 2 Delivery

3. BASE have held discussions with various people involved in the project and we believe the best option to gain maximum impact for the project is to put specific resources in with provision across the LA areas, which can then be shared through learning events during the academic year 2018/2019.
4. The following sessions are being arranged:
  - 1 support day arranged to support BCA preparing for supported internships and study programmes
  - Up to 3 days support for RBWM on effective commissioning around employment
  - 1 support day with BFC on costed case studies looking at Invest to Save.

- Identify and target a mainstream school that are struggling with employment outcomes for young people with SEND (possibly 3 support days)
  - Identify and target a SEN school that are struggling with employment outcomes for young people with SEND (possibly 3 support days)
5. All of these support days findings and experiences will feed into 2 shared learning events which will happen during the 2018/2019 academic year
  6. The above list is not exhaustive and there are still days within the project that have not been allocated across Berkshire but will be utilised within the duration of the Project.
  7. Remaining days to be flexible to meet the needs of the 6 local authority areas

#### Recommendations

8. Elevate Berkshire Joint Committee to note the findings of the report, promote the project and be actively involved in relevant sessions.
9. BASE continue delivering the project and be flexible to meet the needs of Berkshire areas, with an aim that project is completed by July 2019.
10. BASE to send next report to JC Members by September 2018..

#### **Contact**

For further information please contact Nerise Oldfield-Thompson  
Email: [nerise@oldfieldsconsultancy.co.uk](mailto:nerise@oldfieldsconsultancy.co.uk)  
Tel: 07501 095980

Appendix D- Performance Table

Partner Outputs and Results			Outputs & Results as per Q2 '17 Claim		Outputs & Results as per Q3 '17 Claim		Outputs & Results as per Q4 '17 Claim		Outputs & Results as per Q1 '18 Claim		Remaining £ and Targets- Sep '17 onwards			
Part ner	Partner Outputs Target	Outputs as of Jun '17	% performance against target Nov '15- Jun '17	Outputs as of Sep '17	% performance against target Nov '15- Sep '17	Outputs as of Dec '17	% performance against target Nov '15- Dec '17	Outputs as of Mar '18	% performance against target Nov '15- Mar '18	Funding claimed as of Mar 18	Funding paid to date	Remaining money to deliver the necessary O&R	Remaining outputs/re sults to deliver until June '19	
			*Including Adviza	*Including Adviza				*Including Adviza					* To be delivered by Adviza	
Reading (Until May '17)	O2- Participants	754	163	46%	227	56%	274	54%	396	67%	£506,029.45	£197,220.81	480	
	CO01- Unemployed	529	125	51%	173	61%	209	58%	237	57%			320	
	CO03-Inactive	190	38	43%	54	53%	65	50%	159	107%			125	
	O6-No basic skills	134	27	43%	42	59%	57	63%	76	73%			77	
	CO14-Single parents	29	7	52%	7	45%	8	40%	9	40%			21	
	CO5-Ethnic minorities	105	62	127%	83	148%	104	146%	147	181%			1	
	CO16-Disabilities	62	46	159%	52	Achieved t	65	Achieved t	76	158%			Achieved target	
	R3-Gaining basic	5	0	0%	2	75%	0	0%	7	233%			5	
	R5-Entering	324	28	19%	28	16%	29	13%	44	17%			295	
Reading result rate			16%	13%		11%								
Reading Adviza	O2- Participants	400	19		64	83%	112	42%	234	75%	£168,497.19	£22,072.26	£108,936	166
	CO01- Unemployed	280	11		48	88%	85	45%	113	51%				167
	CO03-Inactive	100	8		16	84%	27	47%	121	155%				Achieved
	O6-No basic skills	71	5		15	250%	31	65%	46	83%				25
	CO14-Single parents	15	0		0	0%	1	10%	2	18%				13
	CO5-Ethnic minorities	56	12		27	192%	49	129%	92	213%				Achieved
	CO16-Disabilities	33	2		6	200%	12	54%	23	92%				10
	R3-Gaining basic	2	0		0	0%	0	0%	5	Achieved Target				Achieved
	R5-Entering	172	1		1	4%	8	7%	15	11%				157
Reading result rate					2%	7%		9%						
Wokingham	O2- Participants	277	125	97%	169	114%	181	96%	214	99%	£196,692.58	£76,421.68	£98,803.42	63
	CO01- Unemployed	194	96	106%	133	129%	140	106%	167	110%				27
	CO03-Inactive	70	29	89%	35	94%	41	85%	47	87%				23
	O6-No basic skills	49	12	52%	15	57%	15	45%	18	47%				31
	CO14-Single parents	11	2	39%	3	51%	3	42%	4	50%				7
	CO5-Ethnic minorities	39	12	66%	21	101%	22	81%	26	86%				13
	CO16-Disabilities	23	29	270%	43	Achieved t	51	Achieved t	62	Achieved target				Achieved
	R3-Gaining basic	2	0	0%	0	0%	0	0%	0	0%				2
	R5-Entering	116	22	41%	40	65%	51	65%	65	72%				51
Wokingham Result	43%		18%	23%		28%		30%	38%					

Appendix D- Performance Table

West Berks	O2- Participants	575	57	21%	79	26%	111	29%	132	29%	£463,247.95	£132,684.58	£149,364	443
	CO01- Unemployed	303	33	23%	50	31%	73	35%	86	36%				217
	CO03-Inactive	145	23	34%	29	38%	37	38%	46	36%				99
	O6-No basic skills	102	31	65%	39	72%	45	65%	46	58%				56
	CO14-Single parents	22	1	10%	1	9%	2	13%	2	11%				20
	CO5-Ethnic minorities	80	1	3%	2	5%	4	7%	3	4%				77
	CO16-Disabilities	48	19	85%	25	98%	36	109%	36	97%				12
	R3-Gaining basic	2	4	429%	16	Achieved	17	Achieved	19	Achieved Target				Achieved
	R5-Entering	247	31	27%	44	33%	33	20%	53	27%				194
	West Berkshire	43%		54%	76%		45%		55%					
Bracknell	O2- Participants	639	183	61%	210	62%	234	54%	237	47%	£339,984.44	£63,742.17	£341,097.56	402
	CO01- Unemployed	448	139	66%	158	66%	182	60%	182	52%				266
	CO03-Inactive	161	44	59%	52	61%	52	48%	55	44%				106
	O6-No basic skills	113	36	68%	47	78%	55	71%	55	62%				58
	CO14-Single parents	25	3	26%	3	23%	4	24%	4	21%				21
	CO5-Ethnic minorities	89	15	36%	21	44%	22	36%	22	31%				67
	CO16-Disabilities	53	60	243%	72	Achieved	85	Achieved	85	Achieved Target				Achieved
	R3-Gaining basic	5	0	0%	0	0%	1	33%	1	33%				4
	R5-Entering	324	21	14%	25	14%	28	13%	29	11%				295
	Bracknell Result	43%		11%	12%		12%		13%					
RBWM	O2- Participants	423	159	81%	184	82%	209	73%	215	65%	£375,234	£111,595	£75,216	208
	CO01- Unemployed	296	72	52%	84	53%	102	51%	106	46%				190
	CO03-Inactive	106	86	174%	100	177%	107	Achieved	109	Achieved Target				Achieved
	O6-No basic skills	75	8	23%	8	20%	8	16%	8	13%				67
	CO14-Single parents	16	0	0%	0	0%	0	0%	0	0%				16
	CO5-Ethnic minorities	59	28	102%	30	95%	38	95%	41	89%				18
	CO16-Disabilities	35	43	263%	53	Achieved	69	Achieved	74	Achieved Target				Achieved
	R3-Gaining basic	3	0	0	0	0%	1	50%	1	33%				2
	R5-Entering	174	22	27%	26	28%	35	30%	39	28%				135
	RBWM Result Rate	43%		14%	14%		17%		19%					
WIW	O2- Participants	120	33	59%	30	47%	36	44%	36	38%	£205,049.45	62,015.53	£94,950.55	84
	CO01- Unemployed		17				16		16					
	CO03-Inactive		19				20		20					
	O6-No basic skills		4				4		4					
	CO14-Single parents		1				1		1					
	CO5-Ethnic minorities		5				5		5					
	CO16-Disabilities	90	35	83%	55	115%	35	57%	35	50%				55
	R3-Gaining basic		0				1		1					
	R5-Entering	52	3	12%	10	36%	9	35%	9	22%				43
	WIW Result Rate	43%		9%	32%		27%		28%					

Appendix D- Performance Table

Prince's Trust	O2- Participants	468	129	59%	150	60%	162	51%	182	49%	£494,097.01	£141,386.83	£261,902.99	286
	CO01- Unemployed	224	97	93%	115	96%	124	82%	136	78%				88
	CO03-Inactive	49	32	140%	35	134%	39	118%	46	121%				3
	O6-No basic skills	29	21	155%	23	149%	28	140%	37	Achieved target				Achieved
	CO14-Single parents	6	1	36%	2	63%	3	75%	3	75%				3
	CO5-Ethnic minorities	80	41	110%	48	113%	54	100%	57	91%				23
	CO16-Disabilities	40	40	214%	45	Achieved	50	Achieved	55	Achieved target				Achieved
	R3-Gaining basic		0		0		0		0	0				
	R5-Entering	275	38	30%	46	31%	59	32%	54	25%				221
	PT results Rate	43%		29%	31%		36%							
Collective	O2- Participants	3380	863	55%	1051	58%	1207	52%	1411	53%	£2,973,601.66		£1,826,398	1969
	CO01- Unemployed	2370	585	53%	728	58%	846	53%	927	50%				1443
	CO03-Inactive	850	278	70%	323	71%	362	63%	484	73%				366
	O6-No basic skills	600	132	47%	174	54%	217	53%	243	51%				357
	CO14-Single parents	130	15	25%	17	25%	21	24%	23	22%				107
	CO5-Ethnic minorities	470	164	74%	207	83%	248	78%	309	84%				161
	CO16-Disabilities	280	272	209%	321	Achieved	381	Achieved	421	Achieved target				Achieved
	R3-Gaining basic	24	4	45%	23	180%	20	125%	31	Achieved target				Achieved
	R5-Entering	1453	165	24%	198	26%	274	2%	302	26%				1151
	Collective Result	43%		19%	21%		23%		23%					

This page is intentionally left blank

Appendix E- Budget Table

Claim Number	Claim 1	Claim 2	Claim 3	Claim 4	Claim 5	Claim 6* Outstar	Claim 7* Outstar	Claim 8 *Outstar	Claim 9	Running totals	
Claim Quarter	Q4 '15/ Q1'16	Q2 '16	Q3 '16	Q4 '16	Q1 '17	Q2 '17	Q3' 17	Q4 '17	Q1 '18		
<b>Collective</b>	Claim	£ 428,384.43	£ 312,636.03	£ 404,923.68	£ 400,650.29	£ 471,640.64	£ 287,245.12	£ 371,991.12	£ 296,130.37	£ 232,265.28	£ 3,205,866.94
	Claim Payment from DWP	£ 214,192.24	£ 156,318.23	£ 200,378.08	£ 200,326.24	£ 235,698.54	£ 143,622.58				£ 1,150,535.91
	Claim Payment to partners	£ 183,863.31	£ 119,247.71	£ 120,199.52	£ 78,901.97	£ 125,392.32	£ 68,693.98				£ 696,298.81
	Total held back from partners	£ -	£ -	£ -	£ 78,821.68	£ 98,384.73	£ 20,778.58	£ -	£ -	£ -	£ 197,984.99
<b>Centr</b>	Claim	£ 60,657.82	£ 30,168.24	£ 100,759.70	£ 46,626.78	£ 57,844.51	£ 47,849.57	£ 42,510.95	£ 43,165.74	£ 27,451.71	£ 457,035.02
	Claim Payment	£ 30,328.91	£ 15,084.12	£ 50,379.85	£ 23,313.35	£ 28,922.26	£ 26,024.11	£ 21,255.48			£ 195,308.08
<b>West Bet</b>	Claim	£ 124,340.86	£ 62,095.35	£ 27,124.89	£ 23,214.79	£ 70,804.40	£ -	£ 83,218.37	£ 33,542.55	£ 38,906.74	£ 463,247.95
	Claim Payment	£ 62,170.43	£ 31,047.84	£ 13,562.45	£ 4,662.54	£ 24,781.54	£ -				£ 132,684.58
	Difference				£ 6,993.81	£ 21,241.32	£ -				£ 28,235.13
<b>Reading</b>	Claim	£ 62,069.73	£ 79,092.77	£ 88,102.63	£ 128,806.59	£ 125,561.24	£ 22,396.51	£ -	£ -	£ -	£ 506,029.45
	Claim Payment	£ 31,034.87	£ 39,546.39	£ 44,051.15	£ 38,641.97	£ 43,946.43					£ 197,220.81
	Claim Payment to RUK CIC (see track)	£ 31,034.86	£ 17,560.03	£ 16,178.84	£ 19,306.78	£ 15,454.77					£ 99,535.28
	Difference				£ 25,761.32	£ 37,946.43					£ 63,707.75
<b>Adviza</b>	Claim						£ 44,144.51	£ 41,247.77	£ 41,500.97	£ 41,603.94	£ 168,497.19
	Claim Payment						£ 22,072.26				£ 22,072.26
	Difference										£ -
<b>Wokingh</b>	Claim	£ 52,817.96	£ 25,388.68	£ 31,788.78	£ 31,796.20	£ 26,452.58	£ 11,949.68	£ 11,953.70	£ 4,545.00	£ -	£ 196,692.58
	Claim Payment	£ 26,408.98	£ 12,694.34	£ 15,894.46	£ 9,538.87	£ 11,885.03	£ 5,377.36				£ 81,799.04
	Difference	£ -	£ -	£ -	£ 6,359.24	£ 2,641.12	£ 1,194.97				£ 10,195.33
<b>RBWM</b>	Claim	£ 56,311.33	£ 45,809.94	£ 56,408.37	£ 42,483.41	£ 57,576.86	£ -	£ 78,173.37	£ 30,684.30	£ 7,786.25	£ 375,233.83
	Claim Payment	£ 28,155.67	£ 22,904.97	£ 28,204.17	£ 10,620.85	£ 21,709.50	£ -				£ 111,595.16
	Difference	£ -	£ -	£ -	£ 10,620.85	£ 14,473.00	£ -				£ 25,093.85
<b>W1W</b>	Claim	£ 4,351.29	£ 12,768.93	£ 27,700.47	£ 36,943.08	£ 36,874.39	£ 23,818.42	£ 22,285.43	£ 22,008.82	£ 18,298.63	£ 205,049.45
	Claim Payment	£ 2,175.65	£ 6,384.47	£ 13,850.23	£ 9,258.77	£ 18,437.20	£ 11,909.21				£ 62,015.53
	Difference	£ -	£ -	£ -	£ 9,258.77	£ -	£ -				£ 9,258.77

Appendix E- Budget Table

Bracknell	Claim	£ 23,744.21	£ 11,027.34	£ 12,065.12	£ 33,915.00	£ 30,389.26	£ 65,282.43	£ 49,614.11	£ 61,813.37	£ 52,133.60	£ 339,984.44
	Claim Payment	£ 11,872.10	£ 5,513.67	£ 2,024.77	£ 8,454.75	£ 11,395.97	£ 24,480.91				£ 63,742.17
	Difference	£ -	£ -	£ -	£ 8,454.75	£ 7,597.32	£ 1,632.61				£ 17,684.68
Princes	Claim	£ 44,091.23	£ 46,284.77	£ 60,973.72	£ 56,864.44	£ 66,137.40	£ 71,803.99	£ 42,987.42	£ 58,869.63	£ 46,084.41	£ 494,097.01
	Claim Payment	£ 22,045.62	£ 23,142.39	£ 30,484.60	£ 17,059.41	£ 21,728.31	£ 26,926.50				£ 141,386.83
	Difference	£ -	£ -	£ -	£ 11,372.94	£ 14,485.54	£ 17,951.00				£ 43,809.48





## **Elevate Berkshire**



### **Possible future projects for Elevate Berkshire**

As you are aware, two new projects, funded by Elevate are starting in Slough in May and June (procurement for the Lone Parent project is currently underway) and there is still a further amount of money available to spend on one or more future event(s) of approx. £60k. We need to ensure that this pot of money is used specifically to increase our output figures. Any project chosen will need to be completed by June 2019 to ensure that we can successfully claim the outputs achieved before the project finally closes.

There is the possibility of spending around £10k in recruiting a Digital Marketing Apprentice, perhaps shared between Elevate Berkshire and one or more of the Local Authorities. This apprenticeship would be used to increase the social media presence of Elevate Berkshire and to ensure that the ElevateMe website is kept up to date and relevant. There are now many social media channels available and it would fit with our ethos to employ a young person for this role, to widen the channels being used and to relate peer to peer with our target audience group.

Assuming that all are still in agreement with this proposal that would leave a sum of approximately £50k to spend on one or more projects to increase our required targets for the Elevate Project.

### **Mental Health- Intensive Support Project**

Many thanks to everyone for the comprehensive comments received as a result of my initial paper. The consensus was that of the suggested target groups, we should consider supporting young people with mental health issues and that we should deliberate about employing two outreach workers pan Berkshire to deliver the support. We would need to look at this very carefully, as there are many charities, organisations and Council resources already delivering this, alongside a new strategy being delivered by the local CCG's in this specific areas.

Potential delivery models:

- Procurement exercise to commission a provider working to a specification agreed by the partnership.
- Recruitment of 2 Elevate support workers to work intensively with a small caseload of individuals from each local authority area.

It is also worth noting that there have been initial conversations with different organisation who could be interest in working collaboratively on a project such as this.

## Ethnic Minority Project

As a result of the news received back regarding the change request, we need to look very carefully at the options for project 3. We need to ensure that any project started will have sufficient time and resource allocated to it to ensure its viability and to ensure that we meet the required outputs for the project as a whole.

If we were to agree to the extension of the close of the project, we would now be required to meet considerably higher targets for our outputs:

- **O5 – Participants from Ethnic Minorities:**
  - Proposed target: 670
  - Current contracted target: 470
  - Current performance: 310

As can be seen, we have comfortably met the target for CO16 already, so that this would not be an issue. However, the target for O5 – Participants from Ethnic Minorities is far more difficult to achieve. Kennedy Scott are now contracted to run the BME project in Slough and they are tasked with achieving 130 sign ups within the year, leaving 230 for the remainder of the Unitary Authorities to sign up.

There are still significant pockets of minority ethnic groups across Berkshire that Elevate Berkshire could potentially engage with, especially if we try to ‘look outside the box’ rather than just encouraging them to attend one of the local Hubs. It is possible that we could employ two outreach workers to work with this target group and for them to provide intensive support for the individual clients and for them to be able to access our wider support mechanisms across the County. I would welcome any other suggestions as to how we could achieve the delivery of this project.

Our feeling, as the central team, is that if as a programme we show a real focus on supporting participants from a B&ME background this target can be achieved. Reading BC, as lead partner is also in agreement that accepting this increase is the best option for the programme.

It is also worth noting that our performance now against the revised Outputs and Results profile submitted with the change request, increases our overall performance for engagement to around 76% vs 54% (our current profile until Oct ‘18); should this profile be accepted, it makes our programme target much more achievable and relieves some pressure regarding underperformance.

Centrally, we have continually pushed partners to consider E&D and how they can target groups who are underrepresented in their numbers, as per contract requirements.

## Digital marketing:

## Appendix F- Options Paper

There is a definite consensus that we should employ a Digital marketing apprentice and it has been agreed that this will be delivered as a partnership with Bracknell Forest Council. The apprentice will be based at Elevate Reading for three days of the week and at Times Square, Bracknell for the balance. Reading Borough Council will provide support for all employment issues as well as ensuring that we utilise the Apprenticeship Levy to part fund this post.

The role will ensure that we significantly increase our online presence, both on the ElevateMe website and by ensuring that we utilise all media channels to improve penetration of the market to increase interest in our offer.

At the last Steering Group meeting, it was also suggested that we try to source some digital media training for the partners, so that we could all become more proactive in this area. There are numerous courses available across Berkshire, however, most of them are very expensive and also require a large time commitment as well. I have managed to find a company that provides free workshops in digital marketing at their office in Tadley – Digital House. They have two levels of workshops: digital insight or intermediate digital. I have discussed these workshops with them and they could potentially deliver something for the Elevate team (but at a cost, depending on numbers). Rebekah and I are going to attend their next workshop in June and will report back to you all on how useful they would be for the wider team.

This page is intentionally left blank