



The TIDY Report

A research study into provision for young people in the High Wycombe area who are not in education, employment or training **(NEET)**.



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OVERVIEW:

Mama Bee in partnership with Red Kite Community Housing have been conducting local research into the needs and provision for young people who are not in education, employment or training (NEET). For this research, we refer to young people being between the ages of 13 to 19 and up to 25 with an identified learning need.

Red Kite Community Housing have a vision for their customers that includes 'Building Thriving Communities'. Tenant engagement and volunteering has been identified as a key opportunity to enable customers to have a 'stake in society'. The purpose of the TIDY report, is to identify, devise and implement a potential strategy to ensure the programmes offered by Red Kite Community Housing are meeting the needs of their customers.

Young people who are not in education, employment or training are at risk of disengaging from communities, becoming long term unemployed and vulnerable to a range of limitations in life because of social exclusion.

The TIDY Report will make recommendations from the research data collated and advise Red Kite Community Housing on a programme response to the key themes identified.

Research data has been collected from young people across areas of deprivation in High Wycombe and professionals working within the NEET 'market'.

The research was carried out over a six-week period during October to December 2016.



RESEARCH STRATEGY:

Mama Bee facilitated several drop-ins, focus groups and one to one meetings with professionals in the High Wycombe area to establish the key themes when supporting the needs of young people not in education, employment or training (NEET).

All research participants were asked three key questions consistently throughout the research.

- 1. What do you think stops young people from finding jobs, apprenticeships and training in Buckinghamshire?**
- 2. What do you think would be more helpful for young people looking for jobs, apprenticeships and training?**
- 3. Why do you think it's important for young people to have a role model who is in work or training?**



Research locations

The TIDY Report Drop-in sessions:

Hills café, 162 Micklefield Road, High Wycombe HP13 7HA

A community outreach drop-in on Wednesday afternoons 12:00pm – 2:00pm.

A series of sessions were conducted at Hills café in Micklefield, High Wycombe. Hills café is situated in an area of relatively high numbers of residents who claim 50% to 100% in benefits as indicated in heat map data provided by Red Kite Community Housing.

The café has a range of local customers and accommodates young volunteers.

The TIDY Report focus group session:

A focus group research session was conducted with several Asian young men from Wycombe Youth Action (WYA). One research participant was a Red Kite Community Housing tenant. Most participants had experience of being NEET or knew others who were.

The TIDY Report group work session:

A group work session was also held at TOOLSHED, a provision for young people who have struggled with inclusion in mainstream education and are embarking on a career in construction. The participants were all young men who have experienced the effects of social exclusion and the difficulties it can present in access to education, employment and training.

One to One research

- One to one research interview with a senior member of the team at INSPIRE High Wycombe.
- One to one research interview with a Buckinghamshire youth worker.
- One to one research Interview with a small business employer.

Research questionnaires were also distributed and completed anonymously by young people across the county.



RESEARCH FINDINGS:

Key Themes identified:

- Lack of basic life skills
- Confidence and limiting aspirations
- Apathy and lack of engagement

Both primary and secondary evidence reviewed from the research project confirms the need to support young people to acquire the basic life skills to succeed in education, employment and training. There is a clear link between the lack of confident social skills and the ability to attain gainful employment. There are a range of external and internal elements that create a clear barrier to engaging in education, employment and training. Limited aspirations and a mindset that promotes isolation from services that will enable personal development, are combined with the societal view and stigma that surrounds those who are socially excluded. The lack of positive networks surrounding socially excluded young people inhibit their progression into sustained employment.

Young people in family situations where there are second and third generation unemployment in the home are sometimes facing entrenched attitudes towards access to education, employment and training. The lack of engagement in services and opportunities to build relationships with alternative role models, contributes to the rise in socially excluded young people who have accepted that their options are limited. As a result of this their aspirations are low. Many of the young people who participated in the research lacked confidence and skills. For example, some young people said they would feel uncomfortable phoning up for a job vacancy. It was also highlighted how anxious young people would feel being in a job interview as they struggle with basic communication skills.

We historically know that a combination of family poverty, a lack of positive role models, disengagement at school and poor educational outcomes are likely to have a detrimental effect on confidence and self-esteem.

Access to opportunity is crucial when confronting the key themes identified from the research. It is extremely important for services to understand that creating programmes based on 'getting into work' or 'personal development' are unlikely to be well attended, as many of the most isolated customers wouldn't be at that stage of engagement and participation. Access to younger customers should be approached from a more socially informal direction and built upon with engagement and consultation in the heart of communities.



Young people need to be equipped with a personal tool kit to prosper and participate in sustainable education, employment or training. The findings from the research data collected highlights that the skills, knowledge and attributes required for young people who are socially excluded to enter education, employment and training are clearly not just CV writing or help with application forms or transport. Their needs are much more complex and centred around confidence, challenging entrenched attitudes, and access to opportunity.

Communicating with young people and professionals during the study has highlighted the themes around the importance of life skills in relation to education and employment. To stay engaged and productive, it is essential that young people feel connected to their experiences. This is only achievable if young people have confidence in their participation and basic communication skills.

Work experience opportunities can provide young people with experience, confidence and networks to continue their development into the work force and expand career opportunities. Many young people are finding it increasingly difficult to find placements through the education system and employers are frequently identifying a lack of basic skills of those coming into the workplace.

The British Chamber of Commerce quotes from their SKILLS FOR YOUNG PEOPLE - RESEARCH FROM BRITISH CHAMBER OF COMMERCE 2016:

The British Chambers of Commerce (BCC) published findings from its Workforce Survey, Developing the Talents of the Next Gene

ration. The survey confirmed that businesses overwhelmingly feel that many young people are not adequately prepared for the workplace upon leaving the education system.

Findings from the survey of almost 3,000 companies show that more than three-quarters (76%) report a lack of work experience as one of the key reasons young people are unprepared for work. Over half (57%) said that young people are lacking basic 'soft' skills, such as communication and team working, to succeed in the working world.

Evidence is taken from the BCC Workforce Survey conducted in July 2014 which received 2,885 responses from businesses



RECOMMENDATIONS:

The TIDY Report has identified three main recommendations in response to the research evidence. Community endorsement of any organisation with a large stake in people's welfare and productivity is important for building successful relationships with customers.

1. The research data from the TIDY Report has informed us that Red Kite Community Housing are not required to provide a stand-alone provision for NEET young people in this area. This recommendation is based on the evidence that there are many existing services that can provide a more appropriate and specialised service to meet the need of the NEET 'market'.

However, Mama Bee do recommend that Red Kite Community Housing considers providing more basic participation opportunity for customers and the community. Participation projects create a more holistic approach to the problems of social exclusion. Themes have been identified in this research. Good quality customer participation will contribute to the development of life skills, including; confidence building, communication, team working, action planning and developing networks.

2. Mama Bee strongly recommend that Red Kite Community Housing consider facilitating a quarterly NEET FORUM. A representative from each NEET provision or service in the local area will be invited to attend on behalf of their organisation. Mama Bee advise that the forum also includes young people within the NEET 'market'. Facilitation of a forum of this type will contribute to ensuring there is a more robust and progressive approach to multi agency working within the NEET 'market'. Sharing of good quality practice and engagement initiatives would be the key purpose of the forum. Red Kite Community Housing will be demonstrating its commitment to 'Building Thriving Communities' and become more visible as a support provision for professionals and customers.



3. Mama Bee recommend that Red Kite Community Housing consider providing one day shadowing opportunities for customers interested in developing their skills. As a large organisation with many elements, Red Kite Community Housing could offer a wide range of different 'taste days'. These could include shadowing business support, management, maintenance, catering and community work. Individual members of Red Kite Community Housing staff would have the opportunity to sign up to the scheme and the expectation would be for them to support three customers per year on the 'taste days'.
The benefits of having customers shadowing staff also includes the opportunity for Red Kite Community Housing to engage in a process of integrated thinking with customers and develop more collaborative relationships that inform programmes in the future.



Appendix 1 - Summary of existing provision

Appendix 1 is a directory of existing provision and services available for NEET young people in High Wycombe, other areas of Buckinghamshire and nationally.

ADVIZA

Website: <http://www.adviza.org.uk/>

Careers advice for young people and help with other issues.

ALTERNATIVE LEARNING: BRIDGES

Building Realistic Ideas, Developing Goals, Extending Skills BRIDGES is a course designed specifically for you. You will be able to gain experience in a range of careers

One to one sessions; Small group work; On line learning; Work experience Industry skills

For more information: Call: 07415 240 680 Email: bridges@adviza.org.uk

(In conjunction with Aylesbury College)

CONSTRUCTION YOUTH TRUST

Construction Youth Trust is a charity helping young people in England and Wales to build better futures by giving them access to training, education and employment opportunities in construction industry.

Website: <http://www.constructionyouth.org.uk/>

Courses available throughout country next one March 2017 (Langley, Slough)

INSPIRE (High Wycombe)

Inspire is a new venture for Amersham and Wycombe College. They aim to meet the needs for education and support for those in Wycombe, Chiltern and South Buckinghamshire area.

T: 0808 1683 938

Email: info@inspirehw.co.uk

Website: <http://inspirehw.co.uk/about-us/>

MAXIMUS – APOLLO CENTRE HIGH WYCOMBE

Website: <http://high-wycombe.cylex-uk.co.uk/company/maximus-employment---training-19166184.html>



PROGRESS SCHOOL – HIGH WYCOMBE

Produce courses on skills work with NEETS

Progress Schools Limited uses a range of innovative teaching methods in GCSE English, maths and vocational subjects through industry expert teachers who offer a different approach to mainstream education.

Telephone: 01494 418968 – HIGH WYCOMBE

Email: info@progress-schools.co.uk

Website: <http://www.progress-schools.co.uk/highwycombe/>

Unit 3 Spearmast Industrial Estate, Lane End Road, High Wycombe HP12 4JG

STAY IN LEARNING

<http://www.stayinlearning.org.uk>

Gives options on Apprenticeships, College, Sixth Form or Training

Links to other websites for young people

THE PRINCES TRUST

Provide courses for young people to obtain work experience and help into work. Check out website to find nearest course and contact details.

Get experience with Get into

Our Get into programme for 16 to 25-year-olds can give you the experience and training you need to move into a job.

Website: <https://www.princes-trust.org.uk/help-for-young-people/programmes>

TOOLSHED (High Wycombe based)

Toolshed aims to train young people who are unemployed or not in further education, particularly in construction skills. This is an intensive 18-week project.

ToolShed support young people aged 16-24 in their self-development, training, education and employment so that they can become positive role models in the community and inspire other young people to take charge of their lives.

Website: <http://www.toolshedbucks.co.uk>

Contact: T: 01494 436642 Email: info@toolshedbucks.co.uk



WYCOMBE YOUTH ACTION

Our mission is to empower a diverse range of young people to build hopes and aspirations, confidence and skills.

We provide unique services and projects to reduce social exclusion by supporting youth volunteering and educational, social, employment and personal development needs through creative and engaging projects including Street Dance, Young Roots, Wycombe Youth Forum and WY.TV.

Website: <http://wycombeyouthaction.co.uk/>

VIRTUAL SCHOOLS - BUCKS

The Virtual School in Buckinghamshire is not a physical building that children attend, but is a team of education specialists who are there to ensure that Looked After Children and children who have left care are supported and achieve their full potential at school.

If you are aged 16-25 and in care, or have been in care for at least thirteen weeks since the age of 14, the Virtual School can support you whether you are in education, training or are still undecided about your future.

Contact: [01296 395000](tel:01296395000)

Website: <http://www.buckscc.gov.uk/education/schools/virtual-school/>



Appendix 2- National data statistics for NEET young people

INFORMATION FROM: DEPARTMENT OF EDUCATION

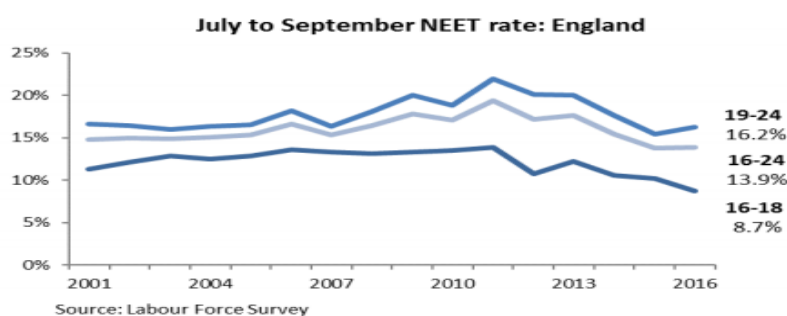
NEET Statistics Quarterly Brief July to September 2016, England

<https://www.gov.uk/government/statistics/neet-statistics-quarterly-brief-july-to-september-2016>

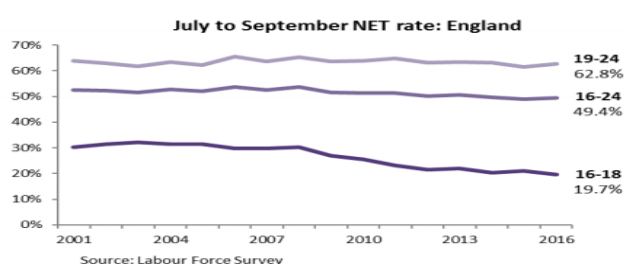
The proportion of young people not in education, employment or training (NEET) remained broadly flat for the 16-24 age group. Within this, there was a fall in the NEET rate for the 16-18 age group and a rise for the 19-24 age group.

The proportion of young people not in education or training (NET) fell for the 16-18 age group but rose for 19-24 resulting in a slight increase in NET for 16-24 overall. 1

In South East England for Quarter 3 results for 16 to 24 age range was: 99,000 (10.7%) whereas for same quarter in 2015 was 133,000 (14%).



The proportion of young people not in education or training (NET) fell for the 16-18 age group but rose for 19-24 resulting in a slight increase in NET for 16-24 overall.¹



The proportion of 16-18 year olds NET fell between July to September 2015 and 2016 (down 1.4 percentage points to 19.7%) although this change was not statistically significant.

The 19-24 NET rate rose by 1.3 percentage points (to 62.8%) and the overall 16-24 rose by 0.3 percentage points (to 49.4%). Neither of these changes were statistically significant.

¹ Note that none of the annual changes (between July to September 2015 and 2016) in the NEET and NET proportions for the summary age groups were statistically significant at the 95% level.



Appendix 2 cont'd

All young people born after 1996 must now stay in education or training until age 18.

95% of pupils in Bucks are either in education, employment or training, compared to 92% for England, this is 3% higher than the national average. To get to these figures, young people must show sustained participation in education, employment or training after they have completed key stage 4 (Year 11).

Government report 2013 on training for those out of work

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70226/bis-13-608-youth-unemployment-review-of-training-for-young-people-with-low-qualifications.pdf

Outcomes from the above report focus on provision having a strong focus on supporting transitions to employment such as:

- support with building key employability skills (communications, literacy and numeracy, time management)
- link training for low-qualified young people with support to move into apprenticeships and jobs with training
- Training should as far as possible be workplace, rather than classroom, based
- Provision should reflect local labour market needs and training should be designed and commissioned locally
- Time spent on provision should be limited to reduce the risks of “lock in” and to ensure that skills remain relevant to local need –not normally exceed six months
- a holistic approach rather than a one dimensional approach to provision.” The OECD (2010 suggests that this sort of approach may be particularly important for supporting disadvantaged young people who are outside learning and work).
- The OECD (2010) suggests that classroom-based learning might prove counter-productive for “disconnected youth”. They argue instead that “priority should be given to training programmes taught outside traditional schools, combined with regular exposure to work experience”.
- training should focus on building softer “employability” skills – such as building confidence, building teamwork and time management skills, personal organisation – as well as achieving qualifications. This is consistently identified by employers as a key factor in recruiting people who are out of work and have low skills
- a holistic approach rather than a one-dimensional approach to provision.” The OECD (2010 suggests that this sort of approach may be particularly important for supporting disadvantaged young people who are outside learning and work.



Appendix 3 - WYA and ToolShed research data

Questionnaire Feedback Results

Focus Group held with Wycombe Youth Action (WYA)

on Thursday 1st Dec @ Apollo Centre.

Group work session on Friday 18th Nov @ ToolShed, High Wycombe

1. **What do you think would be more helpful for young people looking for jobs, apprenticeships and training?**
 - More information
 - More advice for making decisions at 15
 - Role plays to practice interview techniques – to help with confidence
 - Skills match
 - BTEC work skills
 - How to operate a bank account and information on controlling finances and budgeting
 - Not personalised enough – not valued if not academic
 - Focus on the individual and develop skills
 - Being positive - the establishment benefits from negativity
 - Work experience offered via schools (but due to BCC cutbacks there is now lack of work experience on offer)
 - More help for those with special needs
 - More career options for those that are not main stream
 - Not being pushed into making too early decision on our career options
2. **Why do you think it's important for young people to have a role model who is in work or training?**
 - Motivation
 - Someone to look up to
 - Skills they have
 - Significant person = role model
3. **What do you think stops young people from finding jobs, apprenticeships and training in Buckinghamshire?**
 - Social Conditions
 - Stereotyping -put into a box
 - Old v young
 - Lack of Skills and confidence to find one
 - Self Esteem need to build this
 - Too much judgement on academic qualifications
 - Not enough information or support



~~XXXXXXXXXX~~

Helps People
Friends / Relationships
* Social Skills *
SELF
WORTH 😊

BARRIERS TO
WORK ???

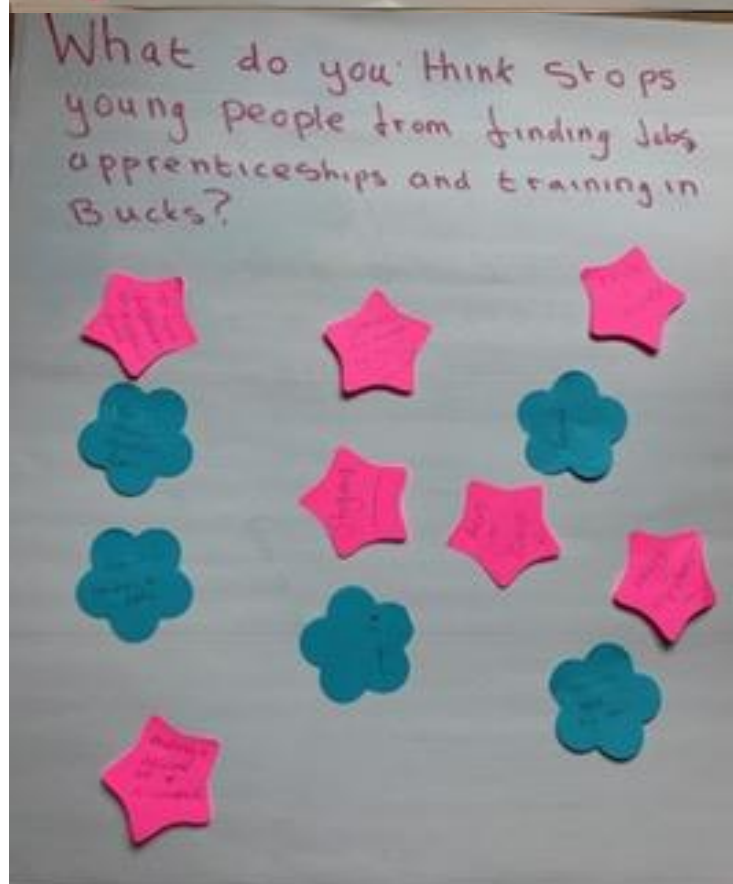
- Qualifications
- Appearance
- Attitude - Lazyness
- Criminal Record
- FEAR !!
- meeting new people -
- Confidence -
- lack of knowledge -

What do you think would be more helpful for young people looking for jobs, apprenticeships + training?



Why do you think it's important for young people to have a role model who is in work or training?





Appendix 4 - Drop-in and One to One interview data

Questionnaire Feedback Results

Questionnaire Feedback – INSPIRE (Amersham & Wycombe College Coordinator for Training NEETS)

Tuesday 6th December 2016

1. **What do you think would be more helpful for young people looking for jobs, apprenticeships and training?**
 - Somewhere to go to get impartial advice in schools and local area
 - No one is checking to see what the quality of advice is or whether it is happening
 - Matching up skills with younger people
 - Create a skills hub – SKILLS HUB BUCKS with agencies such as Bucks Business First
 - Show the benefit around the value of apprenticeships
 - Real life stories (example university students)
 - Life Skills – currently there appears to be apathy towards skills training.
 - Learn Skills maybe not necessarily picked up in community or home.
2. **Why do you think it's important for young people to have a role model who is in work or training?**
 - One significant person can change your views.
 - Challenge views and increase self-motivation
 - Parents can have their own agenda so sometimes someone outside of the family may be more motivational
 - Role model can help draw out how to relate academic achievement to jobs.
3. **What do you think stops young people from finding jobs, apprenticeships and training in Buckinghamshire?**
 - Don't need the money
 - Not hard up
 - Skills and confidence do not necessarily match
 - Skills and attributes with the jobs.
 - Leaving school without knowing how to match your exam outcomes to the jobs on offer
 - No impartial advice as schools have an agenda to keep young people at school
 - It is not a shortage of opportunity but just not accessible
 - Big shift in working opportunity for younger people
 - Aspirations become out of line and may not be age appropriate
 - Lack of socialisation; life skills and communication



1. **What do you think would be more helpful for young people looking for jobs, apprenticeships and training?**
 - Not requiring qualifications
 - Trial session of up to two months
 - Not being lazy
 - Providing transport not cash!
 - Groups or organisations that can help get you work
 - Quote 'I have done so much volunteering but I still cannot get a job since 2013' (Aged 18)
2. **Why do you think it's important for young people to have a role model who is in work or training?**
 - So, you can look up to them
 - Motivate you
 - Know how to behave
 - It is important to have someone who has achieved something
 - It is important to have someone to talk and ask for help
 - It is important to have a role model but it is down to the individual
3. **What do you think stops young people from finding jobs, apprenticeships and training in Buckinghamshire?**
 - Laziness
 - Unmotivated – Don't know where to start
 - Lack of confidence
 - Drugs
 - Uneducated
 - Not enough opportunity
 - The employers because they think you are rubbish
 - Surname, being judged because of what others may have done in our family
 - Driving licence
 - Transport Lack of money (difficult with no money to purchase bus ticket)
 - People with additional needs often get pushed to one side, employers do not know enough about those needs, so do not offer any opportunities. Having ASD (young person felt he should leave this off the application form as he is already being pre-judged).
 - Not much industry left in High Wycombe
 - Do not label all young people the same as we all have different needs
 - More advertising for jobs in the local area via local shops, and community places
 - Opportunities closer to home as transport costs are high



ACKNOWLEDGEMENTS

Mama Bee would like to thank the following people and organisations who helped with our research

The staff and customers at Hills Café, Micklefield

The staff and young people at Wycombe Youth Action (WYA)

The students and staff at ToolShed – multi skills construction training project

Youth Workers & Young People from across the County

INSPIRE in association with Amersham and Wycombe College

