

European Social Fund: project for young people who are, or are at risk of being, NEET 2011/2013

Appendix 'B' Example case studies

Case Study 1:

Programme Overview

Please provide a description of the programme, identify what it is the programme is delivering, who to (target group) and where (geographic coverage).

The programme is designed for key stage 4 (14-16) students who are at risk of becoming NEET in the future with the aim of re-engaging them into a positive destination. The programme can last for 6, 12 or 18 weeks depending on the individual and their needs.

The programme focuses on Personal Social Development and looks at areas such as motivation, team building and independence, however this will be finalised when all students are met and the programme will be tailored to their needs.

Students have had the opportunity to access different areas within college including sport, painting and decorating and plastering.

The programme covers Burnley, Pendle, Rossendale and Whitworth.

Participant's Background and Circumstances

Please give details of the participant's background and circumstances prior to joining the project. Include details of the individual's employment status and previous work experience, skills and qualifications obtained prior to commencing on the programme, any health issues, care responsibilities or particular barriers faced by the individual.

Learner X is a year 10 student who has been disengaged from school since year 8. He has had numerous suspensions and can be verbally aggressive towards teachers and staff in school. Learner X has had a reduced timetable for most of his time at school and spends most of that time in inclusion(away from other learners). Furthermore Learner X has developed physical tics, characterised with tourettes although this has not been formally diagnosed.

Learner X has gained no qualifications at school to date and has poor literacy skills. For much of his time at school Learner X has refused to complete any written work. Learner X has a supportive family but they do not see how school is benefiting their son at this time.

Participant's Achievements

Please describe how the achievements of the participant whilst on the programme. Include details of the progress made, skills and qualifications achieved, progress in gaining employment or work experience and barriers which have been overcome. Where activity is ongoing provide an update on progress.

Learner X has 100% attendance on the programme and has had 100% attendance at school since starting the programme. He has also been reintegrated into most of his classes at school positively and has not had a suspension since being with us on the programme.

Learner X has gained an Entry 2 Personal and Social Development award qualification and has completed written work both at college and at school. Learner X will be accessing college next year as part of the Turning Points programme due to his successful re-engagement into education and has aspirations to become an engineer.

Case Study 2:

I became a mum at 17 and suffered post natal depression and had severe anxiety problems. This had a serious effect on the bonding I had with my baby, it became so severe that at one point I couldn't leave the house and my mum was predominantly looking after my daughter. I heard about the Building Futures course Gingerbread were running which a friend of mine was also going to and went along. I was very nervous about it, however, once there I felt a bit better as it was a group of single teenage parents and no one was judging anyone else. Over the weeks I became more and more relaxed, having something to look forward to and planning the event really helped me focus.

As the course offered childcare, I found myself appreciating my time with my baby X more at the end of the day which helped develop and improve the bond I had with her. My confidence and self-esteem grew, along with belief in myself that I could achieve things. I am now on a Foundation Learning Course with North Lancs Training Group. I'm learning a wide range of subjects from catering to admin, joinery to upholstery. I would never have done this or achieved so much had I not attended the Building Futures course. Once I complete my course, I am looking to start an Apprenticeship although I haven't decided what in just yet.

"Gingerbread changed my life, it gave me confidence to do something for myself"

My mum is really proud of me and how far I have come and I am looking forward to the future. Thank you.

Case Study 3:

Programme Overview

Please provide a description of the programme, identify what it is the programme is delivering, who to (target group) and where (geographic coverage).

The aim of the Project is to reduce the number of young people (14-18) and vulnerable young adults (14-25) who are at risk of becoming or are NEET by improving their education, employability and personal skills. They should then progress into work or further education or training. They will undertake accredited or non-accredited learning specific to their individual aspirations and career ambitions. Non-accredited learning will include assessments in basic skills, Personal and Social Development assessment, group work to encourage peer interaction and confidence.

Accredited learning will be based on units for the Edexcel Entry Level 3 Award in Personal and Social Development – Money Management, Healthy Living and Developing Self. These skills should equip the learner to transfer them into everyday life.

Participant's Background and Circumstances

Please give details of the participant's background and circumstances prior to joining the project. Include details of the individual's employment status and previous work experience, skills and qualifications obtained prior to commencing on the programme, any health issues, care responsibilities or particular barriers faced by the individual.

Learner X joined the NEET project having been out of education for 18 months, never having had a job or completing an education course post 16. Learner X left home when she was 16 and has been living independently ever since. She has a chaotic relationship with her mother and very little contact with her father. When Learner X left school she enrolled on an FE course but left due to poor attendance, poor behaviour in the classroom and she did not hand in her coursework therefore fell behind.

Learner X was not negative towards gaining qualifications and being part of an FE course but her attitude and lack of discipline prevented her from moving forward. Learner X also had very low self esteem in relation to her abilities and felt her lack of qualifications was due to her lack of understanding in the classroom and inability to comprehend the subjects. The poor attendance and attitude on previous courses appeared to stem from the low self esteem.

Participant's Achievements

Please describe the achievements of the participant whilst on the programme. Include details of the progress made, skills and qualifications achieved, progress in gaining employment or work experience and barriers which have been overcome. Where activity is ongoing provide an update on progress.

Learner X's achievements have varied during the project, from qualification based to distance travelled.

- Qualifications – Learner X began the project and was enrolled on the entry level 3 award in Personal and Social Development. The units were varied and covered areas in Money Management, Self Awareness and Preparation for Work. Learner X worked through the tasks to meet the criteria and completed the qualification.
- Attendance – Learner X was on the project for 10 weeks with 90 hours of direct contact time possible. Learner X achieved 83 hours (92%) with valid reasons for missing the few she did. The courses she has previously started and not completed have been due to poor attendance. This was an excellent example of the distance Learner X has travelled in terms of commitment and aspirations to move her life forward.
- Time keeping – Learner X has also demonstrated excellent time management whilst on the project. This was previously poor in a similar way to her attendance. However Learner X was able to get into a routine and this enabled her to get to college on time in the mornings and aided her classroom behaviours and achievements.
- Attitude – Learner X struggled with a negative attitude towards her own abilities prior to starting the project and in the early stages. Giving Learner X the time and space to complete tasks and progress onto higher level work encouraged her to try hard. In turn this helped Learner X to see that she could complete tasks and ultimately complete her qualification.
- Progression – Learner X was unsure which direction to move in after the project. She was happy to consider an FE course or employment. However,

Learner X was also aware that the job market was difficult and with her lack of experience and qualifications she felt she would be at a huge disadvantage. However, Learner X was able to see that her academic ability had improved and that she was able to attend sessions and complete work. This encouraged Learner X to apply for a further course at the college and undertake a diploma in WorkSkills at Level 1 and Functional Skills ICT.

Case Study 4:

Learner X was referred to an ESF funded NEET subcontractor who specialises in working with Learners with Learning Difficulties and Disabilities 16 - 24 course by Employment Support Service in 2011. She started the course in January 2012, completing work tasters and work placements in business administration after matching her likes and dislikes and skills to job roles during taught sessions and finding the retail industry she was aiming at did not match her skills or preferences.

Learner X completed two taster mornings with the Management Information team at Provider X which she enjoyed and felt was a job she would like to do. Learner X then proved herself to be a valuable team member when she returned to do her two week work placement. The confidence and respect Learner X gained whilst doing this placement was invaluable.

Learner X completed the course in May 2012 achieving a 'skills for employment award' at Entry 3 - initial assessment was a high Entry 2 / low Entry 3. Learner X's attendance was excellent and her confidence increased leading her to move onto an English Entry 3 course, skills for Business Administration and attendance at work club at the Adult College, she worked voluntary at Company X in Morecambe sorting the mail, laminating and filing.

With her Employment Support worker's help Learner X attained a volunteer work placement at a Children's Centre at the end of August 2012. Learner X's supervisor is very complimentary of Learner X's commitment and time keeping. The placement was due to end 13 Dec 2012 but Learner X and employer have agreed for Learner X to continue with the placement until Easter developing her customer service skills by being responsible for the reception window and telephone calls at set times in the day as well as maintaining her back of house administrative skills.

Learner X will continue to work on her English and starts a maths course run from the Children's Centre in January. Looking ahead Learner X is hoping to achieve a business administration apprenticeship or work towards an NVQ completed whilst volunteering – this will be when Learner X reaches Level 1 English which she is working hard to achieve.

Case Study 5:

Top Marks at XXXXX School

XXXXXX College has been working in partnership with XXXXX School in Chorley to deliver Employment Focussed provision to a group of year 11 pupils. The 12 week programme had been delivered in short 2 hour sessions by the College. Pupils on the scheme work towards the ASDAN Employability Award and undertake sessions enhancing their employability skills. The pupils have also had realistic interviews

based around their career choices to hopefully boost their chances of securing post year 11 placements. These were carried out by the Employer Services Team from the College.

The scheme has been championed by the, Pupil Support, Attendance and Improvement Officer and is part of a wider NEET prevention strategy to improve the life and employment chances for year 11s after leaving school. It follows on from last summer's successful GROW programme which had a 75% success rate of securing further study or employment.

So far every pupil on the current scheme has the minimum of a conditional college place from September 2013 and some also have Apprenticeship offers lined up. These include places at Myerscough College, Runshaw College, Preston College and Workbased Apprenticeships.

XXXXX Tutor said; "It has been fantastic to see the pupils develop as part of this programme. At the start many were disengaged and not really sure of their future plans. Now they all have a clear direction for the future."

Pupil Support, Attendance and Improvement Officer, XXXX School said; "Our pupils have gained a valuable insight into preparation for employment and further educational opportunities. The pupils engaged with the programme from the onset, with the teaching and learning clear and concise which enabled them to have a focused career direction or training pathway. I am very pleased to say, all our pupils who completed the programme, have now successfully enrolled with training providers or have employment."

Assistant Principal, Skills and Development, XXXX College said ; "This is another example of our innovative partnership working with XXXX School, focussed on NEET prevention. I am delighted that pupils have gained so much out of this 12 week intervention programme and are now better placed to progress their careers through Apprenticeships and FE opportunities".

As part of the evaluation of the course pupils were asked a simple question of "What did you think of the course?", and here are the responses;

Pupil 1

"I have enjoyed getting the courage to talk to new people and I am more confident now"

Pupil 2

"I have learnt new things. I reckon it has improved my skills like writing a CV and having interviews"

Pupil 3

"I have enjoyed working with the tutor and meeting new people"

Pupil 4

"I have learnt how to make my own CV and know much more about work"

Pupil 5

"It's been good to learn how to do a proper CV, and how to apply for jobs. Also how to look for jobs on the internet"

Pupil 6

"I have liked learning about what I can do outside of school when I leave later this year. I am hoping to go to college and do a hair and beauty course"

Pupil 7

"I liked most things on the course, the best bit was using the internet to look for jobs working with horses"

Pupil 8

"I have enjoyed using computers to job search and writing my own CV"

Pupil 9

"The best bit for me was learning how to look for jobs when I leave school"

Case Study 6

Learner X home life has become less stressful and demanding as a result of the ESF support and consequently he was able to attend College on a regular basis and he became more confident about his future learning. Learner X social skills are much improved, giving him a confidence to mix well with his peer group.

Learner X initially wanted to join the army, but his medical held him back Learner X was withdrawn from a full time electrical engineering course in January '13 as he wasn't enjoying the course, and being the main carer for his mother, he ended up stopping attending completely.

After an interview with the College's E2FE team, it was decided that Learner X would benefit greatly from engaging on the ESF programme. By joining the project Learner X was able to sample different vocational areas and get help to choose a suitable career path. The programme would also help him to develop in confidence and progress towards mainstream education.

Learner X engaged on the ESF project in April '13 and started on the Skills Towards Enabling Progression Level 1 Award. Through this, he accessed various vocational sampling sessions including welding, joinery and sport, and his attendance was excellent. He turned up to every session on time, and he kept completely up to date with his work.

As a result of the ESF support, Learner X had the opportunity to access specialist advice regarding his situation at home and consequently, support has been put in place concerning the carer's role. This will take some of the pressure off Learner X at home, and once he starts his level 2 qualification in September, he should then be able concentrate on his work and attend College consistently.

Learner X said "I am really looking forward to starting the level 2 Public Services course as this has been my choice for my future. The ESF programme has supported me to make this decision". His tutor said "Learner X is a very able and caring young man. He has shown excellent commitment and motivation to achieve throughout the course. He has taken advantage of the opportunities offered whilst on the ESF programme and this has enabled him to make his own decision about his future. I believe Public Services is an excellent choice as it will offer Learner X the chance to show his strengths and allow him to continue to achieve."