



European Union
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Investing in jobs and skills

**LEARNING AND SKILLS COUNCIL
NORTHWEST**

ESF CO-FINANCE

YOUTH TENDER SPECIFICATIONS



Leading learning and skills

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Title: Lancashire – Reducing NEET in Lancashire Local Authority area	Reference: NW/YOUTH/S23
Aim <p>To work with those young people aged 14-19 in Lancashire LA area who are currently outside of learning or who are at risk of becoming disengaged and reduce the number of young people who are not in education, employment or training (NEET). To improve the participation rate of young people in post 16 learning and provide high quality routes to employment and further learning.</p>	
Service requirement <p>Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Lancashire LA area and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners, be aligned to the Lancashire LA area NEET Reduction Strategy and have the written endorsement of the relevant local 14-19 strategy group.</p> <p>All activities must complement mainstream funded opportunities and demonstrate the added value that they provide. As part of the proposal applicants must highlight their ability to work with disengaged or vulnerable young people and prove that this is genuinely a new programme, or that it is existing work that is clearly aligned to this Tender Specification.</p> <p>Detailed below are five types of activity which we are looking to support.</p> <p>1. Learning and support during Key Stage 4 for those disengaged or at risk of disengaging</p> <p>To identify those young people who, during Key stage 4, are particularly at risk of disengaging from learning, and provide them with additional specialist support and personalised learning programmes including work related learning. This is designed to improve the rate of participation amongst this group of young people in post 16 learning or employment.</p> <p>These activities must be designed to help young people gain a greater understanding of their own abilities, learning needs, and the opportunities available to them; and to provide innovative elements to their learning programmes which give them experience of success in learning and so increase their commitment and motivation to continue.</p> <p>They may include, for example:</p> <ul style="list-style-type: none">• Programmes of enhanced mentoring;• Activities which make greater connections between school based learning and learning in an employment or community volunteering context;• Sampling of post 16 learning opportunities;• Specific activities targetted at specific group who are over-represented in the NEET group including young people with learning difficulties and/ or disabilities; care leavers; young	

parents; young offenders.

Applicants will demonstrate their ability to deliver the specification and demonstrate as part of their proposal:

- their ability to work with disengaged young people who have particular learning needs or barriers to learning;
- that this is genuinely a new programme, or that this is existing work that fits the invitation to tender;
- how they will engage young people, first on to the programme and secondly in learning experiences;
- how their assessment tools will work and how they will construct individual learning plans;
- their ability to bring in additional specialist providers where necessary and demonstrate that these links are or will be in place for the programme.

Applicants will be able to demonstrate a track record in the successful delivery of this type of programme.

2. Transition into post 16 learning

The aim of the programme is to strengthen the transition into post-16 learning for young people who for a variety of reasons may find this a particularly difficult challenge.

The programme should provide a tailored programme for each young person, with intensive personal guidance and support to equip and develop the understanding of the opportunities available at post-16.

By offering support and promoting available progression routes, it is envisaged that potential barriers and indecisions can be addressed at the earliest opportunity, avoiding disengagement post compulsory education. Key in delivering this programme will be:

- The effective use of enhanced Information, Advice and Guidance;
- The development of a career management programme;
- The production of a pathway/transition plan;
- An individual mentor or key worker support.

In order to broaden the current understanding of the provisions and interventions available to young people at the end of compulsory education (i.e Apprenticeships, Further Education or Work Based Learning, E2E and, where applicable, EMA, learner support funds and teenage pregnancy initiative) a range of opportunities, experiences, work tasters and cultural and leisure activities should be identified and made available.

3. Retention in post 16 learning

The aim of the programme is to ensure that all young people who join post-16 learning move through a clear and successful pathway of education, training or employment through to the age of 19.

The activities should include innovative approaches to keeping young people in learning such as targeted support, enhanced learning programmes and the development of clearer and more joined up progression routes.

In particular this may involve:

- Enhanced support or mentoring arrangements for students in post 16 learning who have specific support needs;
- Additional guidance for those students joining one year full time courses in schools or colleges in year 12 – before, during and at the end of the programme to enable progression to further learning;
- Brokerage arrangements to ensure that young people move smoothly from programme led apprenticeships to employed status apprenticeships.

However other types of innovative approaches are welcomed.

4. Energisers

To contact and re-engage some of the hardest to reach NEET young people by providing highly motivating activities plus IAG, leading to progression into learning / employment. This may be through the use of short activities used as a “hook”, such as the following:

- sport and related activities perhaps involving sporting heroes or short placements in sporting clubs;
- themed participation events such as ‘Ready Steady Cook’ ; ‘Dragon’s Den’ in business / enterprise;
- vocational tasters in specific skill areas such as construction, digital media, ICT etc.

Information advice and guidance must be integrated into the programme at all stages.

Activities will:

- deliver innovative approaches to learning with young people; these will need to be different, creative, fun and engaging;
- include learning processes that inspire and engage young people’s curiosity to learn and do well. They should motivate young people and develop optimism;
- assess learners’ personal and social development through initial assessment, with the ideal being that the majority of learners will work towards improving these skills at their own pace and through learning that engages their individual interests.

Applicants will demonstrate their ability to deliver the specification and demonstrate as part of their proposal:

- their ability to work with disengaged young people who have particular learning needs or barriers to learning;
- that this is genuinely a new programme, or that this is existing work that fits the Tender Specification;
- that the target groups will benefit from a creative, flexible and innovative approach to meeting their needs
- how they will engage young people, first on to the programme and secondly in learning experiences
- how their assessment tools will work and how they will construct individual learning plans
- their ability to bring in additional specialist providers where necessary and demonstrate

that these links are or will be in place for the programme

Applicants will be able to demonstrate a track record in the successful delivery of this type of programme.

5. Pre-E2E Programmes

The aim of the programme is to ensure that there is suitable employment focused training provision available for those young people who for a variety of reasons are not yet ready to enter E2E programmes.

The programme is based on the following principles:

- a. The programme should act as a bridge to positive outcomes such as other learning or employment;
- b. By the end of the programme the young person will be emotionally ready to learn or work and to apply their learning, skills and behaviours to further studies or work;
- c. In developing 'behaviours' we expect the young person to develop practices and customs that support their development e.g. ;
- d. By the end of the programme learners will exhibit behaviours linked to curiosity for learning new ideas, have higher self esteem and be optimistic about their future and the opportunities open to them;
- e. By the end of the programme the young person will have become motivated, by awareness of the rewards and drivers that are applicable to them, and understand how they can help themselves remove their barriers to learning or employment

The programme will include the following features:

- be roll on and roll off, so that young people can be continuously attracted and move on when they are ready to do so;
- have the facility of a phased exit to progression opportunities as part of the learning process with additional support needs identified and provided for. All progression options should be explored, including further learning, employment or volunteering;
- track learners progression into positive outcomes at least 6 months after the young person leaves the programme;
- develop for every learner a transition or 'moving on' plan that will include a portfolio of activities and achievements whilst on the programme;
- will engage specialist providers where necessary;
- should include counselling, support activities, motivational activities, outdoor and team building activities (with appropriate health and safety procedures, insurances and qualified staff);
- clarify the young person's vision (aims and aspirations) for their own future;

However other types of innovative approaches are welcomed.

Where applicants are seeking to support offenders who are under the supervision of the Youth Offending Service in the community, it is important that applicants are aware that the current ESF programmes being delivered until July 2008 continue to generate evidence of effective practice and that their proposals demonstrate how they will build on this.

There are established local partnerships responsible for employment, learning and skills for

offenders. Tendering organisations will need to specify how they will work with these partnerships so that young offenders in the community benefit from a holistic, integrated package of support which takes account of their sentence requirements. The management of risk when engaging with young offenders in the community will be co-ordinated by the Youth Offending Service in each borough; applicants must demonstrate how they will work with them.

Target groups & priority

The target groups for this tender specification are all residents of the geographical locations identified and for the activities specified will also be:

For 1. Learning and support during Key Stage 4 for those at risk of disengaging; and 2. Transition into post 16 learning.

- Young people in Key Stage 4, aged 14-16, who are disengaged from, or are at risk of disengaging from, learning and are likely, therefore, to find the transition to post-16 learning particularly challenging.

For 3. Retention in post 16 learning;

- Young people who join post 16 learning and who for various reasons may need particular extra support to ensure that they remain in learning or employment to the age of 19, for example;
 - LLDD
 - Looked after children
 - Vulnerable groups
 - Young parents
 - Those aged 18
 - Those who have previously been classified as NEET
 - Those who may have previously failed to successful complete a post learning 16 option

4. Energisers; and

5. Pre E2E Programmes.

- 16, 17 and 18 year old who are currently NEET, with a key focus on the following priority groups:
 - Learners with Learning Difficulties and/or Disabilities
 - Looked After Children
 - Young Offenders
 - Pregnant girls
 - Teenage parents
- 16 and 17 year olds who are NEET and for a variety of reasons are not yet ready to enter mainstream learning opportunities
- 16-19 year olds who are NEET or are at risk of becoming NEET and require additional employability skills
- 16-19 year olds who are NEET or are at risk of becoming NEET and are from workless families

(Written evidence will be required from schools to support the fact that the identified young people aged 14-16 are disengaged or are at the risk of disengaging from learning.)

Geography / area of delivery

The LSC seeks proposals which the deliver the following activities in the geographical areas identified:

1. Learning and support during Key Stage 4 for those at risk of disengaging

- Chorley & South Ribble

2. Transition into post 16 learning.

- Chorley & South Ribble
- Hyndburn

3. Retention in post 16 learning

- Chorley & South Ribble
- Lancaster & Morecambe

4. Energisers

- Chorley & South Ribble

5. Pre E2E Programmes

- Hyndburn

Outputs

Strand	Chorley & South Ribble	Lancaster & Morecambe	Hyndburn
Learning and support during Key Stage 4 for those at risk of disengaging	80 participants	N/A	N/A
Transition into post 16 learning (for those identified at risk of disengaging, which may or may not be the same learners as above)	70 participants	N/A	82 participants
Retention in post 16 learning (for those at risk of disengaging/becoming NEET)	45 participants	100 participants	N/A
Energisers (for those NEET young people)	158 participants	N/A	N/A
Pre E2E Programmes (for those NEET young people)	N/A	N/A	66 participants

Results

The LSC envisages that these will be the minimum results achieved from the participant volumes as set out in the outputs table.

	Chorley & South Ribble	Lancaster & Morecambe	Hyndburn
<i>Learning and support during Key Stage 4 for those at risk of disengaging</i>			
Young people re-engaged or prevented from disengagement (re-engagement measured 12 weeks after commencement of support and requires confirmation from the school that the learner is no longer at risk of disengagement)	48	0	0
<i>Transition into post 16 learning</i>			
Young people successfully progressing into post 16 learning	35	0	41
<i>Retention in post 16 learning</i>			
Young people retained in learning (re-engagement measured 6 weeks after commencement of support and requires confirmation from the training provider that the learner is no longer at risk of disengagement)	27	60	0
<i>Energisers</i>			
Those young people who are NEET progressing into structured learning and/or employment	72	0	0
<i>Pre E2E Programmes</i>			
Those young people who are NEET progressing into structured learning and/or employment	0	0	30

Other outcomes

- Completion of non-accredited learning activity
- Achievement of accredited learning activity
- Improvement in Personal/Life Skills
- Improvement in Work related Skills

- Progression into part-time employment Individual Learner Action Plan completed
- Marketing Plan completed
- Learning materials developed

Funding available

The overall funding available for this Tender Specification is £550,000. This funding is split as follows:

- Chorley & South Ribble- £300,000
- Lancaster & Morecambe - £100,000
- Hyndburn - £150,000

Indicative unit cost per participant per strand:

Strand	Chorley & South Ribble	Lancaster & Morecambe	Hyndburn
Learning and support during Key Stage 4 for those at risk of disengaging	£750	N/A	N/A
Transition into post 16 learning	£850	N/A	£850
Retention in post 16 learning	£1000	£1000	N/A
Energisers	£850	N/A	N/A
Pre E2E Programmes	N/A	N/A	£1200

EMA is a weekly payment of up to £30 that is paid directly to eligible young people aged 16 to 19, following household income assessment (see below).

Household income in the tax year 2006-07	Weekly rates to be paid
Up to £20,817	£30
More than £20,817 but less than or equal to £25,521	£20
More than £25,521 but less than or equal to £30,810	£10
More than £30,810	Not eligible for EMA (weekly or bonus payments)

Your tender should reflect how you propose to assist young people with their applications for EMA as part of this project.

Where providers are not eligible for EMA, it is anticipated that payment of a training allowance will be paid to learners. Any training allowance payment would be from the overall budget for this programme and providers must build this in to their costings.

For full details of EMA and the eligibility criteria please visit the EMA website (www.direct.gov.uk/ema)

Start and end dates

Projects must not start activity before 1 September 2008 and must complete all of their activity by 31 December 2010 (including dissemination and evaluation activities). Projects must not recruit individuals if there is insufficient time available to allow them to achieve the outcomes of the project. The LSC reserves the right to extend the end date of individual contracts where necessary.

Contracting details

LSC Lancashire would expect to let no more than 3 contracts.

The initial preference of the LSC Lancashire is to receive bids from consortia whose structure will be able to meet the service requirements through the different skills and experience of its partners.

Individual organisations should not be discouraged from bidding for any of these tenders but they must indicate their willingness to work within a consortium arrangement and detail any previous experience of delivering projects through such arrangements.

Where a consortium approach is proposed, all information requested must be given in respect of the proposed prime contractor or consortium leader. Relevant information must also be provided in respect of consortium members who will play a significant role in the delivery of services or products under any ensuing contract. Responses must enable the LSC to assess the overall service proposed.

Training provided within the project should be designed according to the needs of the learner and to meet the skills needs related to employment opportunities that may arise in the future. There must be clear progression into mainstream opportunities and an explanation as to how this area will be managed and co-ordinated within the project activity.

The Learning and Skills Council intends to contract the activity within this tender specification against a set of deliverables, such as starts, qualifications, job outcomes, companies assisted; as applicable with the activity defined in the Outputs and Results section of this Tender Specification. Each key deliverable will be assigned a unit cost and the LSC will pay against this profile of activity. Successful applicants will be required to submit regular learner and performance related information to the LSC and the LSC will normally reconcile contracts on a quarterly basis, which will affect future profile payments, or seek to recover funds where necessary.

The Learning and Skills Council may also choose to invite projects to be retained on a reserve list to enable them to be funded at a later point.

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