



European Union
European Social Fund
 Investing in jobs and skills

**LEARNING AND SKILLS COUNCIL
 NORTHWEST**



Leading learning and skills

ESF CO-FINANCE

YOUTH TENDER SPECIFICATIONS

Reference	Title	Page No
NW/YOUTH/S01	Cheshire & Warrington – Energisers	2
NW/YOUTH/S02	Cheshire & Warrington – Learning and Support during Key Stage 4	6
NW/YOUTH/S03	Cheshire & Warrington – Retention in Post 16 Learning	10
NW/YOUTH/S04	Cumbria – Reducing NEET in Cumbria	13
NW/YOUTH/S05	Greater Manchester – Reducing NEET in Bolton	18
NW/YOUTH/S06	Greater Manchester – Reducing NEET in Bury	22
NW/YOUTH/S07	Greater Manchester – NEET Reduction in Manchester	26
NW/YOUTH/S08	Greater Manchester – Reducing NEET in Oldham	31
NW/YOUTH/S09	Greater Manchester – NEET Reduction in Rochdale	36
NW/YOUTH/S10	Greater Manchester – Prevention and Reduction of NEET Young People in Salford	41
NW/YOUTH/S11	Greater Manchester – Improving Life Chances in Stockport by Reducing the Number of Young People who are or may become NEET	45
NW/YOUTH/S12	Greater Manchester – Reducing NEET in Tameside	50
NW/YOUTH/S13	Greater Manchester – Reducing NEET in Trafford	55
NW/YOUTH/S14	Greater Manchester – Reducing NEET in Wigan	60
NW/YOUTH/S15	Greater Merseyside (excluding Halton) – Learning and Support during Key Stage 4 for those at Risk of Disengaging and Transition Support	64
NW/YOUTH/S16	Greater Merseyside including Halton – Retention in Post 16 Learning	68
NW/YOUTH/S17	Greater Merseyside including Halton – Progression Pathways Programme	74
NW/YOUTH/S18	Lancashire – Reducing NEET in Blackburn with Darwen	79
NW/YOUTH/S19	Lancashire – Reducing NEET in Blackpool	86
NW/YOUTH/S20	Lancashire – Reducing NEET in Lancashire Local Authority Area	92

Title: Cheshire & Warrington – Energisers	Reference: NW/YOUTH/S01
Aim	
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. The activity will aim to improve the rate of participation amongst this group of young people in post 16 learning or employment and must offer additional services to those which are already available through the Connexions service.	
Service requirement	
This programme will seek to develop re-engagement. This may be through the use of short activities used as a “hook”, such as the following:	
<ul style="list-style-type: none">• 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	
Information advice and guidance must be integrated into the programme at all stages.	
The programme is based on the following principles:	
<ol style="list-style-type: none">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;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 may include the following features:	
<ul style="list-style-type: none">• 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. 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 and multi agency support 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.	
Activities will:	
<ul style="list-style-type: none">• deliver innovative approaches to learning with young people, which will need to be different, creative, fun and engaging;• include learning processes that should inspire, engage their 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	

Published for information purposes only. Speculative Proposals will not be accepted.

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 invitation to tender;
- 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.

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 group for this tender specification is the residents of the geographical locations identified and who are:

- Young people aged 16-19 who are currently not in employment, education or training.

Geography / area of delivery

Across Cheshire and Warrington. The LSC will require successful applicants to demonstrate the demand for the activity in the locations chosen. i.e. the LSC will expect project activity to target the hotspots of NEET within the Cheshire and Warrington area and have an awareness of the priority groups relating to these areas.

Outputs

	Cheshire	Warrington	Cheshire & Warrington Totals
No. of participants who are NEET	298	102	400

Results

These are the minimum results that we would expect to see being delivered:

	Cheshire	Warrington	Cheshire & Warrington Totals
No. of NEET	134	46	180

Published for information purposes only. Speculative Proposals will not be accepted.

participants in education, employment or training on leaving			
--	--	--	--

Other outcomes

Evaluation

Funding available

The total amount of funding available for this programme is £400,000. This funding is split as follows:

Cheshire	Warrington	Cheshire & Warrington Totals
£298,000	£102,000	£400,000

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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 applicants 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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 Cheshire & Warrington have issued this tender with the aim of reducing the NEET number within Cheshire and Warrington. This tender is one of three tenders for the Cheshire and Warrington area, each having a slightly different activity focus, but addressing the same aim – to reduce the NEET number.

The initial preference of the LSC Cheshire and Warrington 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 must be designed according to the needs of the learner and to meet the skills needs related to the employment opportunities that may arise in the future. There must be clear progression into mainstream opportunities and an explanation as to how this aspect 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.

Title: Cheshire & Warrington – Learning and support during Key stage 4	Reference: NW/YOUTH/S02
Aim <p>To identify young people during Key stage 4 who are disengaged or at risk of disengaging from learning. To provide additional specialist support and personalised learning programmes including work related learning to prevent disengagement. The activity will aim to improve the rate of participation amongst this group of young people in post 16 learning or employment and should offer additional services to those which are already available through the Connexions Service.</p>	
Service requirement <p>Activity must be designed to help young people gain a greater understanding of their own ability, learning needs, and the range of opportunities available. The project will provide innovative elements to learning programmes which give young people experience of success in learning and so increase commitment and motivation to continue.</p> <p>Activity 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 which target specific groups over-represented in the NEET group including young people with learning difficulties and/ or disabilities; care leavers; young parents. <p>Applicants will demonstrate their ability to deliver the specification and demonstrate as part of their proposal:</p> <ul style="list-style-type: none">• 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;• 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. <p>Applicants will be able to demonstrate a track record in the successful delivery of this type of programme. The activity will aim to improve the rate of participation amongst this group of young people in post 16 learning or employment and should offer additional services to those that are already available through the Connexions Service.</p> <p>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.</p> <p>There are established local partnerships responsible for employment, learning and skills for offenders. Applicants 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.</p>	

Target groups & priority

The target groups for this tender specification are residents of the geographical locations identified and who are:

- Young people aged 14-16 in Key Stage 4 who are disengaged from learning/at risk of disengaging from learning

(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

Across Cheshire and Warrington but we would require successful applicants to demonstrate the demand for the activity in the locations chosen. i.e. the LSC will expect project activity to target the hotspots for NEET within the Cheshire and Warrington area and have an awareness of the priority groups relating to these areas.

Outputs

	Cheshire	Warrington	Cheshire & Warrington Totals
No. of participants at risk of becoming NEET	298	102	400

Results

These are the minimum results that we would expect to see being delivered:

	Cheshire	Warrington	Cheshire & Warrington Totals
No. of participants at risk of becoming NEET in education, employment or training on leaving	149	51	240

Other outcomes

Evaluation

Funding available

The total amount of funding available for this programme is £400,000. This funding is split as follows:

Cheshire	Warrington	Cheshire & Warrington Totals
£298,000	£102,000	£400,000

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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
---	---------------------------

Published for information purposes only. Speculative Proposals will not be accepted.

	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 applicants 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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 Cheshire & Warrington have issued this tender with the aim of reducing the NEET number within Cheshire and Warrington. This tender is one of three tenders for the Cheshire and Warrington area, each having a slightly different activity focus, but addressing the same aim – to reduce the NEET number.

The initial preference of the LSC Cheshire and Warrington 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 must be designed according to the needs of the learner and to meet the skills needs related to the employment opportunities that may arise in the future. There must be clear progression into mainstream opportunities and an explanation as to how this aspect 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

Published for information purposes only. Speculative Proposals will not be accepted.

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.

For Information Only

Title: Cheshire & Warrington – Retention in post 16 learning		Reference: NW/YOUTH/S03	
Aim			
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.			
Service requirement			
The activities must 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:			
<ul style="list-style-type: none"> • 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 • Brokerage arrangements to ensure that young people move smoothly from programme led apprenticeships to employed status apprenticeships 			
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 group for this tender specification are residents of the geographical locations identified and who are:			
<ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> • LLDD • Looked after children • Vulnerable groups • Young parents • Those aged 18 who are at risk of disengagement from learning • Those with repeated episodes of NEET or a track record of poor attendance 			
Geography / area of delivery			
Across Cheshire and Warrington. The LSC will require successful applicants to demonstrate the demand for the activity in the locations chosen. I.e. the LSC will expect project activity to target the hotspots of NEET within the Cheshire and Warrington area and have an awareness of the priority groups relating to these areas.			
Outputs			
	Cheshire	Warrington	Cheshire & Warrington Totals

Published for information purposes only. Speculative Proposals will not be accepted.

No. of participants at risk of becoming NEET	662	226	888
--	-----	-----	-----

Results

These are the minimum results that we would expect to see being delivered:

	Cheshire	Warrington	Cheshire & Warrington Totals
No. of participants at risk of becoming NEET in education, employment or training on leaving	397	136	533

Other outcomes

Evaluation

Funding available

The total amount of funding available for this programme is £400,000. This funding is split as follows:

Cheshire	Warrington	Cheshire & Warrington Totals
£298,000	£102,000	£400,000

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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 applicants 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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 Cheshire & Warrington have issued this tender with the aim of reducing the NEET number within Cheshire and Warrington. This tender is one of three tenders for the Cheshire and Warrington area, each having a slightly different activity focus, but addressing the same aim – to reduce the NEET number.

The initial preference of the LSC Cheshire and Warrington 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 must be designed according to the needs of the learner and to meet the skills needs related to the employment opportunities that may arise in the future. There must be clear progression into mainstream opportunities and an explanation as to how this aspect 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.

Title: Cumbria – Reducing NEET in Cumbria	Reference: NW/YOUTH/S04
<p>Aim</p> <p>The aim of this project is to deliver imaginative and innovative projects to strengthen the transition into post 16 learning and employment for those young people at risk of disengaging, to re-engage those young people who are currently not in education, employment or training, to improve participation in post 16 learning and develop greater inclusion at ages 14-19 and provide high quality routes into employment or learning.</p>	
<p>Service requirement</p> <p>The innovative and imaginative activities to be tendered for are:-</p> <p>1 – Key Stage 4 Engagement - Identify those young people at Key Stage 4 who are at risk of disengaging and help them to gain a greater understanding of their abilities, learning needs and opportunities. This may include delivering experience of success in learning, activities that connect school based learning with learning in an employment context and sampling of post 16 learning opportunities. Proposals must demonstrate how activity complements KS4 re-engagement activity.</p> <p>2 – A tailored programme for each young person, with intensive support and guidance to develop their understanding of opportunities in, and transition to, post 16 learning. This should involve addressing barriers to continuation in learning, promoting positive progression routes and delivering a range of opportunities, experiences and activities.</p> <p>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.</p> <p>3 – the development of a range of interventions for those young people who have joined post 16 learning to facilitate their movement through a clear and successful pathway of education, training or employment through to the age of 19. This may include the development of transition planning to move programme led apprenticeships into the employer led route and additional guidance for those young people joining one year full time courses in schools and college, before during and at the end of their programme.</p> <p>In particular this may involve:</p> <ul style="list-style-type: none"> • 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. <p>4 – The development of a programme for those young people who are not quite ready to enter Entry to Employment (e2e). This programme 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 and should be based on the following principles:</p> <ol style="list-style-type: none"> 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 	

Published for information purposes only. Speculative Proposals will not be accepted.

- 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;
 - 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

5 – the development of innovative approaches to employer engagement to enable young people who are curious about work, but who have yet to commit to education employment or training, to experience employment and equip young people to join employment

6 – Innovative and highly motivating activities for the hardest to reach young people in the NEET group. This may be through short activities which motivate and engage young people such as :-

- 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.

Activities will:

- deliver innovative approaches to learning with young people, it will need to be different, creative, fun and engaging;
- include learning process that should inspire, engage their 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.

All of the above must include:

- a) Enhanced information, advice and guidance;
- b) Enhanced mentoring and support arrangements;
- c) Enhanced transition and career planning;
- d) Roll on roll off provision where necessary;
- e) Tracking of young people for up to 6 months after completion of activity within the proposal.

In addition proposals must:

- demonstrate the ability to work with disengaged young people;
- evidence that the proposal is new activity or builds on existing good practice;
- complement mainstream provision and demonstrate the added they provide;
- demonstrate a successful track record in the delivery of this type of provision;
- Demonstrate an ability to engage specialist provision where needed;
- Demonstrate clear collaborative arrangements with local partners and be aligned to the Cumbria 14-19 partnership strategy;
- Demonstrate an ability to effectively plan referrals to other provision effectively and efficiently;
- Demonstrate the ability to effectively market activity support arrangements (such as EMA and Care 2 Learn) and promote young people to employers and learning providers;
- Demonstrate an ability to utilise aspects of each of the activities within this proposal to deliver a programme of appropriate activity and support for each individual.

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

Published for information purposes only. Speculative Proposals will not be accepted.

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. Applicants 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 group for this tender specification are residents of the geographical locations identified and who are:

For Activity 1:

- Young people aged 14-16 in Key Stage 4 who are at risk of disengaging/ disengaged from learning

For Activity 2:

- Those young people in Key Stage 4 who are at risk of disengaging/disengaged from learning and likely to find the transition to post 16 learning particularly challenging.

For Activities 3-6:

- Currently not in education, employment or training (NEET) at 16, 17 and 18 with particular focus on young people in vulnerable groups such as teenage parents, young offenders, looked after young people and young people with learning difficulties and disabilities.
- Young people who for a variety of reasons are not yet ready to enter mainstream learning.

(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

Proposals are invited for the activity detailed above throughout Allerdale, Copeland, Carlisle, Furness, Eden and South Lakeland covering urban and rural areas. Proposals should clearly detail the rationale for delivery in each of these areas and should clearly reflect the geography and detailed make up the NEET group in each area paying particular attention to areas of deprivation and rurality.

Outputs

As a minimum proposals should aim to assist at least 650 young people across the lifetime of the project with the following targets for each activity:

Retention in key Stage 4	180
Transition into post 16 learning	180
Retention in post 16 learning	100
Energisers	110
Pre E2E Programmes	120
Employers engaged	90

Results

The results of the activity described within this tender will be as follows:

Retention in key Stage 4	
Young people who are disengaged or at risk of disengagement successfully re-engaged or prevented from disengagement	108
Transition into post 16 learning	
Young people at risk of leaving learning at 16 successfully moving into post 16 learning	108
Retention in post 16 learning	
Young people at risk of leaving retained in post 16 learning	70
Energisers	
Those young people who are NEET progressing into structured learning and/or employment	55
Pre E2E Programmes	
Those young people who are NEET progressing into structured learning and/or employment	60
Employers Engaged	
Additional employers offering Apprenticeship opportunities	90

Other outcomes

Proposals should demonstrate how participants will achieve outcomes in, where applicable:-

- 1 Health
- 2 Family
- 3 Real World
- 4 Personal / Life Skills
- 5 Work related skills
- 6 Progression to higher level qualifications

Funding available

The total funding available will total £668,253 and will be applied to activities as follows:

- Key Stage 4 engagement - £100,238
- Key stage 4 transition - £100,238
- Post 16 retention - £66,825
- Pre-e2e - £216,513
- Energisers - £154,439
- Employer Engagement - £30,000

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

EMA is a weekly payment of up to £30 that is paid directly to eligible young people aged 16 to 19,

Published for information purposes only. Speculative Proposals will not be accepted.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

The contract will start on 1st May 2008 and end on 31st December 2010. Proposals should detail the delivery timescales for each area of activity in line with key points of fluctuation in NEET numbers in the area.

Contracting details

The preference in Cumbria is to contract with a lead organisation who can facilitate sub-structures within a partnership and maintain service requirements. In particular this needs to maximise the existing skills and experience of a wide range of agencies, in order that the needs of particular priority groups and specific geographic areas are addressed.

Information requested should be given in respect of the proposed lead organisation and in respect of proposed partnership members who will play a significant role in the delivery of services or under any ensuing contract.

Support may also be given to individual organisations who wish to deliver aspects of the services outlined in this tender.

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.

Title: Greater Manchester – Reducing NEET in Bolton	Reference: NW/YOUTH/S05
Aim	
<p>To work with those young people aged 14-19 (both pre 16 and 16-19) in Bolton 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.</p>	
<p>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 Bolton and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners and be aligned to the Bolton NEET Reduction Strategy.</p>	
<p>Applicants will need to demonstrate an ability to work with both pre 16 participants and 16-19 year old participants.</p>	
<p>All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Bolton. 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 aligned to the Tender Specification.</p>	
<p>If the proposal is from a consortia or lead organisation acting on behalf of others the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.</p>	
<p>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p>	
<p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p>	
<ul style="list-style-type: none"> • To provide additional specialist support and personalised learning programmes including work related learning to young people who are, or who are at risk of, disengagement. • To provide innovative elements of their learning programmes, enhanced support and mentoring and experience of post-16 opportunities. 	
<p><u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u></p>	
<ul style="list-style-type: none"> • Engagement and support for young people aged 16-19 who are the hardest to reach, providing highly motivating activities, with integrated information, advice and guidance leading to progression into learning and employment. • Enhanced personal and pastoral support for each young person who has been identified as vulnerable or at risk of becoming NEET, through activities which could include a ‘key worker’ programme. • Bridging programmes for those young people who are either excluded from, or not yet ready to enter, mainstream learning opportunities, including E2E, to allow them to re-engage and progress. • Targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to increase participation in locally based provision, including modular enhancements to current opportunities and the development of independent living and work skills. • Support for young people during their transition to employment including the delivery of employability skills, the provision of employment ‘taster’ opportunities and continued support once they are in employment. It is expected that this element of the programme will aim to encourage 	

Published for information purposes only. Speculative Proposals will not be accepted.

re-engagement in continued learning once in employment.

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. Applicants 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 will also be:

- Young people in Key Stage 4 who are disengaged from learning, or at risk of being disengaged from learning, and are likely to find the transition to post-16 learning particularly challenging.
- 16, 17 and 18 year old Bolton residents 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;
 - Vulnerable groups as identified in the local NEET Reduction Strategy.
- 16 and 17 year olds who, for a variety of reasons, are not yet ready to enter mainstream learning opportunities.
- 16-19 year olds who are NEET and require additional employability skills.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Bolton

A particular focus should be made on the key geographical areas as identified in the Bolton NEET Reduction Strategy.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	80
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	317

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity

Published for information purposes only. Speculative Proposals will not be accepted.

Number of participants who are re-engaged in learning or prevented from disengaging from learning	39
16-19 Activity	
Number of participants who are in employment, education or training on leaving	155

Other outcomes

- Applicants are expected to identify how sustained participation in learning or employment for 13 weeks will be achieved.
- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.

Funding available

The overall funding available for this Tender Specification is £769,145. This funding is split as follows:

- Funding available for 14-16 activity: £153,829
- Funding available for 16-19 activity: £615,316

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-

Published for information purposes only. Speculative Proposals will not be accepted.

finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 2008 and must complete all of their activity by 31 July 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

It is anticipated that the LSC will let a single contract for the delivery of the services described within this Tender Specification. Any submissions should therefore clearly encourage and be aligned to a partnership / consortia approach.

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.

For Information Only

Title: Greater Manchester – Reducing NEET in Bury	Reference: NW/YOUTH/S06
<p>Aim</p> <p>To work with those young people aged 14-19 (both pre 16 and 16-19) in Bury 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).</p> <p>To improve the participation rate of young people in post-16 learning and provide high quality routes to employment and further learning.</p>	
<p>Service requirement</p> <p>Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Bury and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners and be aligned to the Bury 14-19 Strategy.</p> <p>Applicants will need to demonstrate an ability to work with both pre 16 participants and 16-19 year old participants.</p> <p>All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Bury. As part of the proposal, applicants must highlight their ability to work with disengaged or vulnerable young people and demonstrate that this is genuinely a new programme, or that it is existing work that is aligned to the Tender Specification.</p> <p>Providers will be expected to deliver all elements either through their own provision or through a consortium of providers.</p> <p>If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.</p> <p>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p> <p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p> <ul style="list-style-type: none"> • To provide additional specialist support and personalised learning programmes including work related learning to young people who are, or who are at risk of, disengagement. • To provide innovative elements of their learning programmes, enhanced support and mentoring and experience of post-16 opportunities. <p><u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u></p> <ul style="list-style-type: none"> • Engagement and support for young people aged 16-19 who are the hardest to reach, providing highly motivating activities, with integrated information, advice and guidance, leading to progression into learning and employment. This could include: <ul style="list-style-type: none"> ○ workshop/ practical sessions around a variety of activities, for example sports, information technology/ web design, music, dance, those offered by uniformed services etc., to act as a “hook” for learners. • Bridging programmes for those young people who are either excluded from, or not yet ready to enter, mainstream learning opportunities, including E2E, to allow them to re-engage and progress. This could include: <ul style="list-style-type: none"> ○ Workshop/ practical appropriate qualifications/ part qualifications, thinking skills and vocational tasters. 	

Published for information purposes only. Speculative Proposals will not be accepted.

- Targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to increase participation in locally based provision. This could include:
 - Modular enhancements to current opportunities and the development of independent living and work skills.
- Support for young people during their transition to employment. It is expected that this element of the programme will aim to encourage re-engagement in continued learning once in employment. This could include:
 - Employability skills, preparation for work/ health and safety at work, the provision of employment 'taster' opportunities and continued support for the young person in employment.
- Additional pastoral support for those young people in employment, education and training (EET) to prevent becoming NEET joiners.

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. Applicants 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 and applicants must demonstrate how they will work with them.

Target groups & priorities

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

- Young people in Key Stage 4 aged 14-16 who are at risk of disengaging from learning or who are likely to find the transition to post-16 learning particularly challenging.
 - 16, 17 and 18 year old Bury residents 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/ those at risk of offending;
 - Young Parents;
 - Vulnerable groups such as homeless or vulnerably housed;
- and targeted in the following wards and linked schools:
- East, Moorside, Redvales;
 - Radcliffe East, Radcliffe West;
 - Besses.
- 16 and 17 year olds who, for a number of reasons, are not yet ready to enter mainstream learning opportunities such as Entry to Employment or Work Based learning.
 - 16-19 year olds who are NEET and require additional employability skills.
 - Those young people who are in EET but potentially re-joiners to NEET

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Bury

With a particular focus on the key geographical areas as identified in the Bury 14-19 Strategy.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	61
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	144

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	31
16-19 Activity	
Number of participants who are in employment, education or training on leaving	70

Other outcomes

Other Outcomes to be delivered:

- Total number of young people in education, employment or training on leaving: 100 (minimum).
- Number gaining units/ credits/ full qualifications for 14-16 activity: 48 (minimum).

Other subsidiary outcomes to be delivered might include:

- Participant receiving Matrix accredited IAG.
- Start on Skills for Life / Basic Skills qualification.
- Start on accredited learning activity.
- Start on NVQ level 1 or equivalent.
- Start on NVQ level 2 or equivalent.
- Participant progression into full-time employment.
- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.

Funding available

The overall funding available for this Tender Specification is £396,637. This funding is split as follows:

- Funding available for 14-16 activity: £118,991
- Funding available for 16-19 activity: £277,646

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education

Published for information purposes only. Speculative Proposals will not be accepted.

Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

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

Contracting details

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.

Title: Greater Manchester – NEET Reduction in Manchester	Reference: NW/YOUTH/S07
Aim	
<p>To support the development of innovative and effective ways of working with specific groups of eligible young people aged 14-19 in the City of Manchester. In particular, those aged 16-18 who are currently not accessing employment, training or learning (NEET) or those aged 14-16 who are currently below the statutory school leaving age who are in full-time education but are disengaged or at risk of becoming disengaged.</p>	
<p>The aim of these activities will be to reduce the number of young people who fall into these categories. The parallel aim is to increase the number of young people accessing mainstream education and training post-16. These initiatives will support twin aims of increasing the number reaching Level 2 at 19 and increasing the likelihood of those individuals having a marketable qualification when they take up full-time employment.</p>	
Service requirement	
<p>Applicants will need to demonstrate a clear ability to work in partnership with key stakeholders across Manchester and evidence a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners and should recognise the collegiate structure in the city. The initiatives will need to compliment the NEET plan which forms part of the Action Plan for the Achieving Economic Well Being Outcome Group.</p>	
<p>Proposals must target the identified key wards as well as the schools which are currently producing the greatest quantity of NEET young people.</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>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p>	
<p><u>Activities targeted at pre-16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p>	
<ul style="list-style-type: none">• To provide additional specialist support and personalised learning programmes, including work related learning, to young people who are, or who are at risk of becoming, disengaged. Written evidence will be required from schools to support the fact that the identified young people are disengaged.• To provide innovative elements to their learning programmes, enhanced support and mentoring• To provide access to experience of post-16 opportunities.• To provide specific and focussed support to groups shown to be especially vulnerable to becoming NEET post-16. This would, in particular, include pregnant girls, young parents, young ex-offenders, those with learning difficulties and disabilities and those leaving local authority care.	
<p><u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u></p>	
<ul style="list-style-type: none">• To provide engagement activities along with appropriate support for those young people aged 16-19 who are the hardest to reach.• To provide highly motivating activities, with integrated information, advice and guidance (IAG), leading to progression into learning and employment.• To provide access to bridging programmes for those young people who are either excluded from, or not yet ready to enter, mainstream learning opportunities, including E2E, to allow them to re-engage and progress.• To provide targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to encourage their participation in learning or training with a range of locally based providers; this	

Published for information purposes only. Speculative Proposals will not be accepted.

might include modular enhancements to current opportunities as well as the development of independent living and work skills.

- Support for young people during their transition to employment, including the delivery of employability skills, the provision of employment 'taster' opportunities and continued support once they are in employment. It is expected that this element of the programme will aim to encourage re-engagement in continued learning once in employment.

If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.

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 and 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 will also be:

- 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.
- 16, 17 and 18 year old residents of the City of Manchester 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.
- Target wards in the city are:
 - Hulme
 - Moss Side
 - Northenden
 - Woodhouse Park
 - Harpurhey
 - Cheetham
 - Brooklands
 - Baguley
 - Ancoats and Clayton
 - Miles Platting and Newton Heath
 - Moston
 - Sharston
 - Higher Blackley
 - Gorton North
 - Charlestown
 - Bradford

Published for information purposes only. Speculative Proposals will not be accepted.

- Ardwick

- 16 and 17 year olds who, for a variety of reasons, are not yet ready to enter mainstream learning opportunities.
- 16-19 year olds who NEET and require additional employability skills.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Manchester

Activity to be prioritised on the wards listed (and schools within those wards) in section on target groups and priorities.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	184
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	427

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	90
16-19 Activity	
Number of participants who are in employment, education or training on leaving	208

Other outcomes

Other Outcomes to be delivered:

- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.
- All beneficiaries will be expected to have an Action Plan resulting from a guidance interview with Connexions Manchester.
- All beneficiaries must establish a Manchester 14-19 + web folio.
- All providers will be expected to be trained in, or be willing to be trained in, the use of PEARL and to use PEARL to assess beneficiaries engaged. PEARL = (Personal, Employability, Achievement and Reflection for Learning)

Other subsidiary outcomes to be delivered might include:

Published for information purposes only. Speculative Proposals will not be accepted.

- Participant receiving Matrix accredited IAG.
- Start on Skills for Life/ Basic Skills qualification.
- Start on accredited learning activity.
- Start on NVQ level 1 or equivalent.
- Start on NVQ level 2 or equivalent.
- Participant progression into full-time employment.

This is not an exhaustive list and other agreed outcomes would be acceptable.

Funding available

The overall funding available for this Tender Specification is £1,181,618. This funding is split as follows:

- Funding available for 14-16 activity: £354,465
- Funding available for 16-19 activity: £827,133

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

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

Contracting details

We would specifically encourage proposals from partnerships/ consortia who are able, between them, to deliver the outcomes.

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.

For Information

Title: Greater Manchester – Reducing NEET in Oldham	Reference: NW/YOUTH/S08
Aim To work with those young people aged 14-19 (both pre-16 and 16-19) in Oldham who are currently outside of learning or who at risk of becoming disengaged and reduce the number of young people who are not in education, employment or training. To improve the participation rate of young people in post-16 learning and provide high quality routes to employment and further learning.	
Service requirement Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Oldham and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners and be aligned to the Oldham NEET Reduction Strategy. All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Oldham. 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 aligned to the Tender Specification. If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations. Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide: <u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u> <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. • Specific activities targeted at specific groups who are over-represented in the NEET group including young people with learning difficulties and/ or disabilities, care leavers, young parents, young offenders. <u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u> <i>Energiser (ESF NEET type 4)</i> <ul style="list-style-type: none"> • Engagement and support for young people aged 16-19 who are the hardest to reach including mentoring activities undertaken in identified priority wards. • Personalised non vocationally related tasters (undertaken in successful extension of AA). • Sport and related activities perhaps involving sporting heroes or short placements in sporting clubs. • Vocational tasters in specific skill areas such as construction. <i>Pre E2E Provision (ESF NEET type 5)</i> <ul style="list-style-type: none"> • Bridging programmes for those young people either excluded from, or not yet ready to enter, mainstream learning opportunities, including E2E, to allow them to re-engage and progress. This could include functional and thinking skills, appropriate qualifications/ part qualifications and vocationally relevant tasters. <i>Transition (ESF NEET type 2)</i> <ul style="list-style-type: none"> • Provide a tailored programme for each young person, with intensive personal guidance and 	

Published for information purposes only. Speculative Proposals will not be accepted.

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 support or key worker support.

Retention (ESF NEET type 3)

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

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.
- Brokerage arrangements to ensure that young people move smoothly from programme-led apprenticeships to employed status apprenticeships.

A cross cutting theme of supporting vulnerable learners and those attempting to enter EET through subsidising transport costs for a six month period may run through any of the identified programmes where this is deemed appropriate in the bid.

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. Applicants 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 and 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:

- Year 11 learners who are disengaged or at risk disengagement, identified by Oldham Connexions.
- 16-18 year olds from NEET hotspots where NEET is above Oldham average and or growing fastest.
- Vulnerable 16,17 and 18 year olds, especially:
 - Teenage Parents;
 - Learners with Learning Difficulties and/ or Disabilities;
 - Care leavers;
 - Young offenders;
 - Learners who require Pre E2E provision;
 - Vulnerable groups such as homeless or vulnerably housed;
 - Young carers.
- 16 and 17 year olds who, for a number of reasons, are not yet ready to enter mainstream learning opportunities such as Entry to Employment or Work Based learning.

Published for information purposes only. Speculative Proposals will not be accepted.

- 16-19 year olds who are NEET and require additional employability skills.
- Those young people who are in EET but potentially re-joiners to NEET.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Projects should be Oldham wide unless targeting specific and identified NEET hotspots.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	63
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	221

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	31
16-19 Activity	
Number of participants who are in employment, education or training on leaving	108

Other outcomes

It is expected that all beneficiaries will be engaged in MATRIX accredited IAG.

Expected outputs may be of the type (the following is not exclusive):

- Start on Skills for Life/ Basic Skills qualification.
- Start on accredited learning activity.
- Start on NVQ level 1 or equivalent.
- Start on NVQ level 2 or equivalent.
- Participant progression into full-time employment.
- Improvement in Work-Related Skills related Soft Outcomes.
- Improvement in Personal/ life skills related soft outcomes.
- Applicants are asked to describe how beneficiaries will be maintained in employment, education or training 13 weeks after the end of the programme.
- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.

Funding available

The overall funding available for this Tender Specification is £549,712. This funding is split as follows:

- Funding available for pre-16 - £120,000
- Funding available for post-16 - £429,712

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 2008 and must complete all of their activity by 31 July 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

Organisations and providers tendering for this funding will be expected to deliver all elements either through their own provision or through a consortium of providers. It is intended that a single contract be issued for this Tender Specification.

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.

For Information Only

Title: Greater Manchester - NEET Reduction in Rochdale	Reference: NW/YOUTH/S09
Aim <p>To support the development and delivery of effective ways of working with young people aged 14-19 in Rochdale who are currently in the NEET group (post-16) or who have been identified as at risk of disengagement and potentially becoming NEET (both pre-16 and post-16).</p> <p>The aim of the activities to be delivered will be to increase participation and appropriate progression post-16, thus reducing numbers of young people in NEET and contributing towards L2 at 19 and employability targets.</p>	
Service requirement <p>Applicants will need to demonstrate a clear ability to work in partnership with key stakeholders in Rochdale and evidence a track record in the successful delivery of this type of programme. Proposals should show clear collaborative arrangements with local partners and should recognise the 14-19 structures in the Borough through which activities will be developed and delivered.</p> <p>Proposals will need to align with, and complement, the Borough's Participation Strategy (Increasing Participation and Reducing NEET) published in September 2007, which focuses on the strands of Prevention, Intervention, Provision and Sustainability (the PIPS model).</p> <p>Proposals must target key wards where NEET numbers are high and L2 achievements are low, as well as the schools which are currently contributing the greatest number of young people to the NEET group.</p> <p>Proposals must be measurable and show a commitment to the sustainable, longer term progress of young people in Rochdale.</p> <p>All activities must complement mainstream funded opportunities or build on current activities funded through NEET Hotspot funding, demonstrating the added value that they provide. As part of the proposals, applicants must highlight their proven ability to work with disengaged or vulnerable young people and demonstrate that proposals are clearly aligned to this Invitation to Tender.</p> <p>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p> <p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p> <ul style="list-style-type: none">• To provide additional specialist support and personalised learning programmes, including work related learning, to young people who are, or who are at risk of becoming, disengaged. (Written evidence will be required from schools to support the fact that the identified young people are disengaged).• To provide innovative elements to their learning programmes, including enhanced literacy and numeracy support.• To provide specific and focussed support to groups shown to be especially vulnerable to becoming NEET post-16, including, in particular, pregnant girls, young parents, young ex-offenders, those with learning difficulties and disabilities and local authority care-leavers.• To provide enhanced IAG around post-16 opportunities for 'at risk' young people.• To provide access to experience of post-16 opportunities.• To contribute to the development of young people's ILPs and pathway/ transition plans.	

Published for information purposes only. Speculative Proposals will not be accepted.

- To provide individual mentoring during the transition phase for 'at risk' young people and vulnerable groups, including those leaving the PRS.
- To contribute to the embedding of good and sustainable practice in the early identification, tracking and monitoring of potential NEET.

Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:

- To provide engagement activities along with appropriate support for those young people aged 16-19 who are the hardest to reach.
- To provide highly motivating activities, with integrated information, advice and guidance (IAG), leading to progression into learning and employment.
- To provide access to bridging programmes for those young people who are either excluded from or not yet ready to enter mainstream learning opportunities, including E2E, to allow them to re-engage and progress.
- To provide targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to encourage their participation in learning or training with a range of locally based providers; this might include modular enhancements to current opportunities as well as the development of independent living and work skills.
- To support young people during their transition to employment, including the delivery of employability skills, the provision of employment 'taster' opportunities and continued support once they are in employment. It is expected that this element of the programme will aim to encourage re-engagement in continued learning once in employment.
- To provide enhanced mentoring for those in learning, but at risk of disengagement or with specific support needs.
 - To provide additional literacy and numeracy support for young people unlikely to progress to L2 and at risk of falling into NEET.
- To provide support for families in targeted groups and wards in Rochdale.

If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the sub contracting organisations.

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. Applicants 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 and 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 will also be:

Published for information purposes only. Speculative Proposals will not be accepted.

- 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.
- 16, 17 and 18 year old residents in Rochdale who are currently NEET, including those in the most vulnerable groups eg:
 - Learners with Learning Difficulties and/ or Disabilities;
 - Looked After Children;
 - Young Offenders;
 - Pregnant girls;
 - Teenage parents;
 - Children living in workless families.
- Young people in post-16 learning/ training but who are at risk of dropping out or non-progression to L2 because of specific support needs, including literacy and numeracy needs.

Target wards:

- Wards identified in the Borough with NEET levels above the LAA target of 8.4% for 08/09.

Target Schools:

- Schools contributing most significantly to the NEET register.
- Schools where achievement of 5 A*- C GCSEs, including English and maths, is significantly below national and local averages.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Rochdale

Activity to be prioritised on schools and wards listed in section on target groups and priorities.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	92
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	186

It is expected that all participants will be engaged in MATRIX accredited IAG.

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	46
16-19 Activity	

Number of participants who are in employment, education or training on leaving	93
--	----

Other outcomes

- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.
- All beneficiaries will be expected to have an Action Plan resulting from a guidance interview with the Connexions Service.

It is also anticipated that the outcomes might include:

- Start on Skills for Life/ Basic Skills qualification.
- Start on accredited learning activity.
- Participant progression into full-time employment.

Funding available

The overall funding available for this Tender Specification is £539,910. This funding is split as follows:

- Funding available for 14-16/ transition activities: £180,000
- Funding available for 16-19 activity: £359,910

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 2008 and must complete all of their activity by 31 July 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

It is anticipated that the LSC will let one contract for this activity and that proposals will be from consortia/ partnerships.

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.

Title: Greater Manchester – Prevention and Reduction of NEET Young People in Salford	Reference: NW/YOUTH/S10
Aim 1) To provide additional support and personalised learning programmes to young people who, during key stage four, are identified as disengaged or becoming at risk of disengaging from learning. This aims to improve the rate of participation in learning post-16. 2) Implement innovative programmes to reduce the number of young people in Salford who are NEET aged 16-18, thereby also contributing to the City’s attainment of level 2 by age 19.	
Service requirement Proposals to support current/ potential NEET young people are sought under the following categories: <u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u> 1) The provision of varied and enhanced personalised opportunities for key stage 4 learners (including opportunities to engage with post-16 provision) that enthuse young people. Activities should include flexible teaching styles, enhanced mentoring and strong connections to community based activities. Programmes should include intensive enhanced IAG to strengthen transition into post-16 learning. <u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u> 2a) Post-16 re-engagement activities for young people in the NEET group including vocational tasters at appropriate level in specific skill areas (for example construction, hair and beauty, catering), which will lead into identified progression routes in work-based learning or college provision. 2b) Retention activities to reduce the number of learners who are at risk of disengaging from post-16 learning. Activities could include enhanced support or mentoring arrangements for learners in post-16 provision or additional guidance for learners following one-year programmes at designated points during their learning to ensure that they continue in learning on an appropriate pathway. 2c) Employment-focused activities for young people identified as not yet ready to successfully access Entry to Employment programmes. Applicants will need to demonstrate: <ul style="list-style-type: none"> • a track record in the successful delivery of this type of programme; and • the ability to work in partnership with key stakeholders in Salford The proposal should demonstrate: <ul style="list-style-type: none"> • Clear collaborative arrangements with local partners (as appropriate) including work-based learning providers and special schools. • Ability to work innovatively and effectively with disengaged or vulnerable young people. • Clear understanding of the local social factors which influence NEET in Salford. • Clear understanding of how this activity will contribute to the achievement of targets in the Local Area Agreement and delivery of the 14-19 Strategy objectives for Salford. • That the proposed activity is genuinely new. All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Salford. Engagement in activities must be for a continuous period of sustained, purposeful and enabling contact of not less than 13 weeks in the case of every young person. Proposals are expected to describe and justify activities in a way which reflects a clear understanding of the types of enabling interventions appropriate to the target groups within a local Salford context.	

Published for information purposes only. Speculative Proposals will not be accepted.

If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.

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 and 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 will also be:

- Those young people at key stage 4 identified as disengaged or at risk of disengaging from education/ training.
- Those young people who are currently NEET, in particular aged 17 or 18. Particular reference should be given to the following cohorts: young offenders, learners with learning difficulties and/ or disabilities, teenage parents and care leavers.
- Those young people aged 16-18 currently engaged with education/ training who are identified as at risk of disengaging without targeted interventions and support.
- Those young NEET people assessed as not yet ready for E2E programmes.

Proposed activities should focus primarily on wards within Salford demonstrating the highest NEET levels, namely:

- Irwell Riverside
- Ordsall
- Langworthy
- Barton
- Little Hulton
- Broughton
- Winton
- Walkden North.

Proposed activities could also target working with particular 11-16 schools with low progression rates into post-16 education/ training or employment, and/ or with level 2 attainments at 16 below the Salford average.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Salford

Activity should be prioritised on schools and wards listed in section on target groups and priorities.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	78
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	180

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	47
16-19 Activity	
Number of participants who are in employment, education or training on leaving	109

Other outcomes

- The number and type of positive outcomes attached to each activity and outcome should be included in the proposal but will be subject to confirmation at the contract clarification stage.
- All end-of-project evaluations must identify any good practice arising from the project.
- All proposals must include an exit strategy for the project, including embedding of good practice within partner agencies involved in the project and a dissemination strategy to agencies/ partners not part of the project.

Funding available

The overall funding available for this Tender Specification is £499,190. This funding is indicatively split as follows:

- Pre-16 activity - £150,000
- Post-16 activity - £349,190

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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
---	---------------------------

Published for information purposes only. Speculative Proposals will not be accepted.

	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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 2008 and must complete all of their activity by 31 July 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

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.

<p>Title: Greater Manchester – Improving life chances in Stockport by reducing the number of young people who are or may become NEET</p>	<p>Reference: NW/YOUTH/S11</p>
<p>Aim</p>	
<p>Develop and deliver a local approach based on a partnership between schools, colleges, training providers, youth services, Connexions, employers and others to reduce the number of young people who become NEET and strengthen the transition into post-16 learning and work.</p>	
<p>Service requirement</p>	
<p>This programme is designed to be additional to the current support, learning and employment programmes on offer for 14-16 and 16-19 year olds. The programme will provide young people with the abilities and behaviours needed for further learning and skills development. It will equip them with an understanding of what opportunities and support are available to them, develop their self esteem and motivate them to develop themselves. Providers will be expected to deliver services to both the 14-16 and 16-19 age groups, either through their own provision or through a consortium of providers. However, as the needs of the client group are diverse, programmes should be tailored to the individual needs of each young person.</p>	
<p>Services for 14-16 year olds should include:</p> <ul style="list-style-type: none"> • Developing and testing innovative and different ways of engaging with this group. • Greater connections between school-based learning, work-based learning i.e. in a college or training provider environment and learning in an employment or community volunteering context. • Offering additional specialist support and personalised learning programmes including information, advice and guidance and work-related learning to improve the rate of participation amongst this group of young people in post-16 learning or employment. • A 'key worker' to be identified for each young person as a main contact and source of pastoral support. • Sampling of post-16 learning opportunities. • The programme could include alternative or supplementary qualifications and targeting interventions to specific sectors. • Parental involvement as an integral part of the intervention strategy. • This activity should complement mainstream funded activity, as clear progression routes from the project must be identified. 	
<p>Services for 16-19 year olds should include:</p> <ul style="list-style-type: none"> • Developing and testing innovative and different ways of engaging with this group. • Delivery of tailored personal support and activity programmes which could include: <ul style="list-style-type: none"> ○ Workshop/ practical sessions around a variety of activities - for example sports, information technology/ web design, music, dance, those offered by uniformed services etc., to act as a hook for learners. ○ Raising aspirations, self esteem and motivation. • Development and delivery of 'bridging programmes' including appropriate qualifications/ part qualifications, thinking skills and vocational tasters to enable progression to E2E, Apprenticeships, further education or work with training. • Employability skills programme including preparation for work, health and safety at work and work placements ensuring the young person is supported during and after the placement. • All programmes should include information, advice and guidance (IAG), embedded key skills and a planned progression route together with identification of any additional support needs. • Brokerage arrangements to ensure that young people move smoothly from programme-led apprenticeships to employed status apprenticeships. • A 'key worker' to be identified for each young person as a main contact and source of pastoral support. • Learners should be followed up six months after leaving the programme to track progression 	

and offer further support if required.

In addition:

- To capacity build, within partner organisations who are involved in the delivery of this activity, to enable them to address the underlying reasons why individuals do not achieve their full potential- then ultimately join NEET- using a variety of methods including high quality assessment and learning styles appropriate to individuals.

Applicants are required to demonstrate a successful track record in the delivery of this type of programme together with their ability to deliver the services and to 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 building on 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.
- How they will maximise the use of existing mentors and key workers to provide pastoral support and act as a point of contact for young people in order to minimise the number of additional key workers to be funded through this project.
- Their ability to bring in additional specialist providers where necessary and demonstrate that these links are or will be in place for 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.
- How their proposal fits with Stockport's 14-19 Partnership plan.

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. Applicants 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 and applicants must demonstrate how they will work with them.

If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the sub contracting organisations

Target groups & priority

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

- Young people in Key Stage 4 who have disengaged from education or are at risk of disengaging from learning, including:
 - Looked After Children;
 - Those with learning difficulties/ disabilities;
 - Young offenders.

Published for information purposes only. Speculative Proposals will not be accepted.

- Young people aged over 16 who are, or likely to become, NEET, particularly:
 - Those young people who for a variety of reasons are not yet ready to enter E2E programmes;
 - Looked After Children;
 - Young offenders/ those at risk of offending;
 - Those aged 17-18;
 - Those in the NEET Group for more than 20 weeks;
 - Young parents;
 - Young people with learning difficulties and/ or disabilities;
 - Those who are homeless or vulnerably housed.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Stockport

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	77
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	179

We anticipate that of the minimum of 256 young people participating in the programme, a minimum of 150 young people will start on an accredited programme.

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	69
16-19 Activity	
Number of participants who are in employment, education or training on leaving	86

Other outcomes

- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.

We anticipate that the results outlined above include as a minimum:

Strand	Minimum Number of Participants (results)
Pre 16 activity	69
Entering post 16 learning	81

Published for information purposes only. Speculative Proposals will not be accepted.

Retention in post 16 learning	65
Achieving an accredited qualification	71
Minimum number of positive outcomes	286

NB. A participant may achieve more than one outcome, e.g. an individual entering post-16 learning may also contribute to outcomes by achieving an accredited qualification.

Funding available

The overall funding available for this Tender Specification is £593,448. This funding is split as follows:

- 14-16 year old activity: £178,035
- 16-19 year old activity: £415,413

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £2,300
- Average unit cost of participant supported via 16-19 activity = £2,300

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 2008 and must complete all of their activity by 31 July

Published for information purposes only. Speculative Proposals will not be accepted.

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

It is anticipated there will be one contract for this programme of activities delivered through a consortium model.

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.

For Information Only

Title: Greater Manchester – Reducing NEETs in Tameside	Reference: NW/YOUTH/S12
Aim	
<p>To develop and deliver a local approach based on a partnership between schools, colleges, training providers, youth services, Connexions, employers and others, to reduce the number of young people who become NEET, strengthen the transition and improve participation rates into post-16 learning and provide high quality routes to employment with training.</p>	
Service requirement	
<p>All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Tameside. 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 aligned to the Tender Specification.</p>	
<p>Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Tameside and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners.</p>	
<p>If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.</p>	
<p>Applicants will be expected to deliver activities to both pre 16 and post 16 age groups, either through their own provision or through a consortium of providers. However, as the needs of the client group are diverse, programmes should be tailored to the individual needs of each young person.</p>	
<p>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p>	
<p><u>In general</u></p>	
<ul style="list-style-type: none"> • Developing and testing innovative and different ways of engaging with young people. • Delivery of tailored, personal support and activity programmes which could include; <ul style="list-style-type: none"> ○ Workshop/ practical sessions around a variety of activities including, for example, sports, information technology/ web design, music, dance, those offered by uniformed services etc., to act as a hook for learners. ○ Raising aspirations, self esteem and motivation. • All programmes should include information, advice and guidance (IAG), embedded key skills and a planned progression route, together with identification of any additional support needs. • Brokerage arrangements to ensure that young people move smoothly from programme-led apprenticeships to employed status apprenticeships. • A 'key worker' to be identified for each young person as a main contact and source of pastoral support. • Learners should be followed up six months after leaving the programme to track progression and offer further support if required. 	
<p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p>	
<ul style="list-style-type: none"> • To provide additional specialist support and personalised learning programmes to young people who are, or who are at risk of, disengagement. • To provide innovative elements of learning programmes, enhanced support and mentoring and experience of post-16 opportunities. • To provide alternative opportunities for work-based learning for those at risk of disengagement through Key Stage 4 pilots. 	

Published for information purposes only. Speculative Proposals will not be accepted.

- To provide targeted activities to support young people vulnerable to NEET characteristics.

Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:

- Engagement and support for young people aged 16-19 who are the hardest to reach.
- To provide highly motivating activities, with integrated information, advice and guidance, leading to progression into learning and employment.
- Bridging programmes for those young people who are either excluded from, or not yet ready to enter, mainstream learning opportunities, including E2E, to allow them to re-engage and progress.
- Targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to increase participation in locally based provision, including modular enhancements to current opportunities and the development of independent living and work skills.
- Development and delivery of 'bridging programmes' including appropriate qualifications/ part qualifications, thinking skills and vocational tasters to enable progression to E2E, Apprenticeships, further education or work with training.
- Development of specific sessions of activities to address issues preventing the NEET group from entering employment, including drug and alcohol abuse, budgeting, healthy living, motivational activities, career options and job search activities.
- Support for young people during their transition to employment including the delivery of employability skills, preparation for work, health and safety at work and work placements.
- The provision of employment 'taster' opportunities and continued support once they are in employment. It is expected that re-engagement in continued learning once in employment will be encouraged.
- Tailored activities to engage long-term unemployed, for example confidence building, self esteem and "life skills".
- Tailored activities to support teen parents (life and social skills, financial literacy, healthy eating, careers advice) including a peer education programme.
- Activities organised by the Voluntary and Community sector to act as a hook for learning.
- Tailored activities to engage and support young offenders into education, training or employment.

In addition:

- To capacity build, within partner organisations who are involved in the delivery of this activity, to enable them to address the underlying reasons why individuals do not achieve their full potential- then ultimately join NEET- using a variety of methods, including high quality assessment and learning styles appropriate to individuals.

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. Applicants 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 and 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 will also be:

- Young people at Key Stage 4 who are disengaged or at risk of disengaging from learning or who are likely to become NEET and find the transition to post-16 learning particularly challenging.
- Those young people who, for a variety of reasons, are not yet ready to enter E2E programmes.
- Post-16 year old Tameside residents who are currently NEET, with a key focus on the following priority groups:

Published for information purposes only. Speculative Proposals will not be accepted.

- Looked After Children;
- Young offenders/ those at risk of offending;
- Those in the NEET Group for more than 20 weeks;
- Pregnant girls;
- Young parents;
- Young people with learning difficulties and/ or disabilities;
- Those who are homeless or vulnerably housed;
- Vulnerable groups as identified in the local NEET Reduction Strategy;
- 16 and 17 year olds who, for a variety of reasons, are not yet ready to enter mainstream learning opportunities;
- 16-19 year olds who require additional employability skills;
- Long term unemployed;
- Ethnic minorities.

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

Geography / area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Tameside

Outputs

Pre 16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	77
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	180

Results

We anticipate the minimum results delivered to be:

Pre 16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	37
16-19 Activity	
Number of participants who are in employment, education or training on leaving	87

Other outcomes

- Production of case studies and dissemination of good practice.
- Development of an exit strategy and agreement by all partners to mainstream good practice.

The outputs detailed above may be broken down into the following deliverables:

- Participant receiving Matrix accredited IAG.
- Start on Skills for Life/ Basic Skills qualification.
- Start on accredited learning activity.

Published for information purposes only. Speculative Proposals will not be accepted.

- Start on NVQ level 1 or equivalent.
- Start on NVQ level 2 or equivalent.
- Participant progression into full-time employment.

Funding available

The overall funding available for this Tender Specification is £496,298. This funding is split as follows:

- Funding available for 14-16 activity: £149,077
- Funding available for 16-19 activity: £347,850

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

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

Contracting details

We would specifically encourage proposals from partnerships/ consortia who are able between them to deliver the outcomes. It is anticipated that the LSC will let a single contract for the delivery of the services described within this Tender Specification. Any submissions should therefore clearly encourage and be aligned to a partnership/ consortia approach.

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.

For Information Only

Title: Greater Manchester – Reducing NEET in Trafford	Reference: NW/YOUTH/S13
Aim	
<p>To reduce the number of young people who are not in education, employment or training (NEET).</p> <ul style="list-style-type: none"> ⇒ To work with those young people aged 14-19 in Trafford who are currently outside of learning or who are at risk of becoming disengaged. ⇒ To improve the participation rate of young people in post-16 learning and provide high quality routes to employment and further learning. 	
Service requirement	
<p>Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Trafford and illustrate a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners including work-based learning providers and special schools.</p>	
<p>If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust system for the management of subcontractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.</p>	
<p>All activities must complement mainstream funded opportunities and demonstrate the added value they provide to the young people of Trafford. As part of the proposal, applicants must highlight their ability to work with disengaged or vulnerable young people and demonstrate that this is genuinely a new programme, or that it is existing work that is aligned to the Tender Specification.</p>	
<p>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p>	
<p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p>	
<ul style="list-style-type: none"> • support for young people who have not achieved, or are at risk of not achieving, GCSE English and/or maths at grade A*-C but who are otherwise ready/likely to be ready to access a level 3 programme, to enable progression to an Advanced Apprenticeship or other further education or employment with training at level 3 • ‘bridging programmes’ including qualifications/parts of qualifications, thinking skills, to enable progression to post-16 learning (including Entry to Employment, Apprenticeships, diplomas, other further education) or employment with training 	
<p><u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u></p>	
<ul style="list-style-type: none"> • support for young people who have not achieved GCSE English and/or maths at grade A*-C but who are otherwise ready/likely to be ready to access a level 3 programme, to enable progression to an Advanced Apprenticeship or other further education or employment with training at level 3 • ‘bridging programmes’ including qualifications/parts of qualifications, thinking skills, to enable progression to post-16 learning (including Entry to Employment, Apprenticeships, diplomas, other further education) or employment with training • ‘engagement programmes’ including tailored personal support and activities to raise aspirations, develop self-esteem and motivation, to enable progression to post-16 learning (including Entry to Employment, Apprenticeships, diplomas, other further education) or employment with training • employability skills including work preparation, health and safety at work and work placements, to enable progression to post-16 learning (including Entry to Employment, Apprenticeships, diplomas, other further education) or employment with training. 	

Published for information purposes only. Speculative Proposals will not be accepted.

(This list is not intended to be exhaustive. In any case the tender should demonstrate how the proposed key activity meets the needs of the intended target group).

To support the key activity, the following support services should be offered:

- impartial information advice and guidance about the full range of post-16 learning options
- learner incentives as appropriate to the main programme (eg, for post-16 learners a training allowance for those not eligible for EMA, a bonus scheme)
- supported transition to the next stage of the learner journey, to ensure continued participation in learning
- post-programme follow-up for those who leave early as well as those who complete the programme.

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. Applicants 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 and applicants must demonstrate how they will work with them.

Target groups & priority

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

- Young people in Key Stage 4 who are disengaged or at risk of disengaging from learning and who are likely to find the transition to post-16 learning particularly challenging.
- 16, 17 and 18 year olds who are currently NEET.
- 16 and 17 year olds who, for a variety of reasons, are not yet ready to enter mainstream learning opportunities.
- 16-19 year olds who are NEET and require additional employability skills.

Within the overall target groups, particular consideration should be given to the following vulnerable groups:

- learners with learning difficulties and/ or disabilities;
- looked after children and/ or those about to or who have recently left care;
- young offenders in the community or ex-offenders or those at risk of becoming offenders;
- pregnant girls and teenage parents;
- homeless or vulnerably housed young people.

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

Geography / area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Trafford

Outputs

Pre 16 Activity

Number of participants who are disengaged or who are at risk of disengaging from learning	53
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	122

Results

We anticipate the minimum results delivered to be:

Pre 16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	26
16-19 Activity	
Number of participants who are in employment, education or training on leaving	60

Other outcomes

The results outlined above are expected to include:

Number of young people gaining a positive outcome (ie, in education employment or training on leaving sustained for at least 13 weeks): 86.

The following compulsory outcomes apply to all young people participating in the programme:

- Participant receiving Matrix accredited information, advice and guidance.
- Individual learner action plan completed.

In the proposal, the applicant should identify which of the following outcomes may also apply to some or all participants and specify the quantity (or proportion) against each:

- Start on non-accredited learning activity.
- Start on accredited learning activity.
- Start on NVQ level 1 or equivalent.
- Start on NVQ level 2 or equivalent.
- Start on NVQ level 3 or equivalent.
- Completion of Skills for Life/ basic skills qualification.
- Progression into full-time employment.
- Progression into part-time employment.

(One participant may count against more than one of the above outcomes, for example, progression into employment AND start on an NVQ level 2).

All end-of-project evaluations must identify any good practice arising from the project. All proposals must include an exit strategy for the project, including how good practice will be disseminated to providers not part of the project, and all partners must agree to embed that good practice in the future.

Funding available

The overall funding available for this Tender Specification is £339,329. This funding is split as follows:

Published for information purposes only. Speculative Proposals will not be accepted.

- Funding available to support 14-16 activity: £101,798
- Funding available to support 16-19 activity: £237,531.

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

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

Contracting details

It is anticipated that the LSC will let one contract for this activity and that proposals will be from a consortium/ partnership.

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

Published for information purposes only. Speculative Proposals will not be accepted.

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.

For Information Only

Title: Greater Manchester – Reducing NEET in Wigan	Reference: NW/YOUTH/S14
Aim	
<p>To work in Partnership with key stakeholders across Wigan to develop innovative and effective ways of working with young people aged 14-19 who are disengaged or at risk of becoming disengaged and to reduce the number of young people who are not in education, employment or training (NEET). The aim of the activities is to improve transition from pre-16 to post-16 opportunities, to improve retention of young people in full-time education and post-16 provision and to provide high quality routes to employment and further training/ education. All projects to be endorsed by the 14-19 Strategy Group.</p>	
Service requirement	
<p>Applicants will need to demonstrate an ability to work in partnership with key stakeholders across Wigan and evidence a track record in the successful delivery of this type of programme. The proposal should show clear collaborative arrangements with local partners. The initiatives will need to compliment the NEET strategy which forms part of the Children and Young People’s (CYPS) Plan in which the LSC has a specific lead for Achieving Economic Well Being Outcome.</p>	
<p>If the proposal is from a consortia or lead organisation acting on behalf of others, the proposal will clearly need to evidence a robust systems for the management of sub-contractors or other delivery partners. The LSC will require performance information on a monthly basis. The lead organisation will be responsible for both quality (ESF will be subject to OFSTED inspections from 2008) of delivery and audit requirements within the overall contract including the subcontracting organisations.</p>	
<p>Proposals must target the schools which are currently producing the greatest quantity of potential NEET young people.</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>Listed below are examples of key activities which could support the aims of this project; applicants are required to specify in detail the exact nature of activities they propose to provide:</p>	
<p><u>Activities targeted at pre 16, Key Stage 4 re-engagement and transition for those who are at serious risk of becoming NEET:</u></p>	
<ul style="list-style-type: none"> • To provide additional specialist, and personalised learning programmes, including work-related learning, to young people who are, or who are at risk of becoming, disengaged. To provide innovative elements to their learning programmes, mentoring and improved transition support. • To provide access to experience of post-16 opportunities. • To provide specific and focussed support to groups shown to be especially vulnerable to becoming NEET post-16. This would, in particular, include pregnant girls, young parents, those with a history of offending behaviour, those young people with learning difficulties and disabilities and those in local authority care. 	
<p><u>Activities targeted at post-16, retention (guidance and mentoring and additional programme activity), energiser programmes and pre E to E:</u></p>	
<ul style="list-style-type: none"> • To provide engagement activities along with appropriate support for those young people aged 16-19 who are the hardest to reach. • To provide highly motivating activities, with integrated information, advice and guidance (IAG), leading to progression into learning and employment. • To design, deliver and provide access to bridging programmes for those young people who are either excluded from, or not yet ready to enter, mainstream learning opportunities, including those not ready to enter E2E, and those who leave full-time education but not yet ready for Apprenticeship. Activities will allow them to re-engage and progress. 	

Published for information purposes only. Speculative Proposals will not be accepted.

- To provide targeted activity and support for Learners with Learning Difficulties and/ or Disabilities to encourage their participation in learning or training with a range of locally based providers; this might include modular enhancements to current opportunities as well as the development of independent living and work skills.
- Support for young people during their transition to employment including the delivery of employability skills, the provision of employment ‘taster’ opportunities and continued support once they are in employment. It is expected that this element of the programme will aim to encourage re-engagement in continued learning once in employment and work, in particular identify how the programme will support the Wigan Learning Agreement Pilot (LAP) team:
 - To work with employers and other key stakeholders across the Wigan Borough to increase learning and job opportunities.
 - To engage employers and the Voluntary and Community Sector in the support of work tasters and work experience.
 - To maximise the opportunities available to young people who wish to participate in Education/ Employment and Training (EET) and in Programme Led Apprenticeships (PLP).

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. Applicants 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 and 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 will also be:

- Young people in Key Stage 4, who are disengaged from, or are at risk of disengaging from, learning and are likely to find the transition to post-16 learning particularly challenging.
- 16, 17 and 18 year old Wigan residents 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 or those at risk of offending;
 - Pregnant girls;
 - Teenage Parents.
- 16 and 17 year olds who, for a variety of reasons, are not yet ready to enter mainstream learning opportunities.
- 16-19 year olds who are NEET and require additional employability skills.

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

Geography/ area of delivery

The LSC seeks proposals which will support residents of the following geographical area:

- Wigan

Published for information purposes only. Speculative Proposals will not be accepted.

Proposals must target the schools which are currently producing the greatest quantity of potential NEET young people.

Outputs

Pre-16 Activity	
Number of participants who are disengaged or who are at risk of disengaging from learning	135
16-19 Activity	
Number of Participants who are NEET or who are at risk of becoming NEET	313

Results

We anticipate the minimum results delivered to be:

Pre-16 Activity	
Number of participants who are re-engaged in learning or prevented from disengaging from learning	66
16-19 Activity	
Number of participants who are in employment, education or training on leaving	152

Other outcomes

Production of case studies and dissemination of good practice.

Development of an exit strategy and agreement by all partners to mainstream good practice.

All beneficiaries will be expected to have an Individual learning Plan resulting from a guidance interview with the Transition Mentor.

All providers will be expected to partake in any Learning and Development activities which have been identified to better support the client group.

There will be an expectation that providers will work with Voluntary and Community groups in order to develop out reach provision.

Funding available

The overall funding available for this Tender Specification is £866,419. This funding is split as follows:

- Funding available for 14-16 activity: £259,926
- Funding available for 16-19 activity: £606,493

The following unit costs have been calculated purely for comparison purposes, they do not reflect the actual unit cost that the LSC will pay providers for the delivery of the activity specified in this Tender Specification. Applicants are required to identify, as required in the questionnaire, the average unit cost of their activity based on their proposed actual costs.

- Average unit cost of participant supported via 14-16 activity = £1,900
- Average unit cost of participant supported via 16-19 activity = £1,900

Published for information purposes only. Speculative Proposals will not be accepted.

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

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

Contracting details

A maximum of 3 contracts will be awarded.

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.

<p>Title: Greater Merseyside (excluding Halton) – Learning and support during Key Stage 4 for those disengaged or at risk of disengaging and Transition support</p>	<p>Reference: NW/YOUTH/S15</p>
<p>Aim To identify those young people who, during Key stage 4, are disengaged or particularly at risk of disengaging from learning, and provide them with additional specialist support and personalised learning programmes including work related learning; and to strengthen the transition into post-16 learning for young people who, for a variety of reasons, may find this a particularly difficult challenge. This is designed to improve the rate of participation amongst this group of young people in post 16 learning or employment.</p>	
<p>Service requirement The project will provide two discrete modules. Providers will be expected to deliver both modules. However, as the needs of the client group are diverse, the programme should be tailored to the individual needs of each young person. As such, it is anticipated that some young people will require both elements of activity whereas in other instances the young person may not need the full breadth of activity.</p>	
<p>Module 1 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:</p> <ul style="list-style-type: none"> • 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 support or key worker support • Multi agency support 	
<p>Module 2 A tailored programme to assist each young person with the transition into post-16 learning by equipping them with intensive mentoring and guidance to face this challenge 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) a range of opportunities, experiences, work tasters and cultural and leisure activities should be identified and made available. These are 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. The programme will develop employability and skills and will also provide links to employers and will engage with and recruit to local employers. They may include, for example,</p> <ul style="list-style-type: none"> • A roll on/ roll off programme; • Programmes of enhanced mentoring; 	

Published for information purposes only. Speculative Proposals will not be accepted.

- Activities which make greater connections between school based learning and learning in an employment or community volunteering context;
- Sampling of post 16 learning opportunities;
- Supported programmes after trial period/ tasters with local employers (including progression onto employment opportunities);
- Specific activities targetted at specific groups 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;
- Their ability to work with those young people who may be high achievers, but may, for example, have a change in family circumstances that is impacting on their ability to study;
- That this is genuinely a new programme, or that this is existing work that fits the tender specification;
- 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 or co-ordinate multi agency support where necessary and demonstrate that these links are or will be in place for the programme.

Applicants will outline how they will provide needs led personal and social development opportunities, and demonstrate, where necessary, their ability and plans to identify appropriately qualified and experienced partners to bring additional specialist provision - enhancing programme content.

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

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

Target groups for this tender specification are residents of the geographical locations identified and who are:

- Young people aged 14-16 in Key Stage 4 who are disengaged or who are at risk of disengaging from learning.
- Those young people aged 14-16 in Key Stage 4 who are disengaged or at risk of disengaging/ from learning and likely to find the transition to post 16 learning particularly challenging e.g. those who have had a fixed term or permanent exclusion or who have poor attendance records.

Within these 2 overarching groups, priority groups are:

- Vulnerable groups, for example, looked after children, learners with learning difficulties and/ or disabilities, homeless or those vulnerably housed, teenage parents

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

Geography / area of delivery

LSC Greater Merseyside welcomes applications to cover 5 of the boroughs of Greater Merseyside.

Those boroughs are:

- Knowsley
- Liverpool
- Sefton
- Wirral
- St Helens

Outputs

Output	Knowsley	Liverpool	Sefton	Wirral	St Helens
No. of participants at risk of becoming NEET	318	500	350	413	150

It is anticipated that the above level of outputs would be the minimum level required for delivery.

Results

Result	Knowsley	Liverpool	Sefton	Wirral	St Helens
No. of participants in education, employment or training on leaving	159	250	175	207	75

It is anticipated that the above level of outputs would be the minimum level required for delivery.

Other Outcomes

Not applicable.

Funding available

The total amount of funding available for this programme is £3,462,000. This funding is split amongst the participating boroughs as follows:

Borough	Funds Available
Knowsley	£636,000
Liverpool	£1,000,000
Sefton	£700,000
Wirral	£826,000
St Helens	£300,000

It is anticipated that the average unit cost would be no greater than £2,000 per beneficiary and indeed we expect that for many it will be a lot less. We therefore expect applications that can demonstrate value for money comparable to the client group targeted.

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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

Published for information purposes only. Speculative Proposals will not be accepted.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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.

Contracting details

LSC Greater Merseyside would anticipate no more than 5 contracts (1 per borough) to deliver this programme.

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.

<p>Title: Greater Merseyside including Halton – Retention in Post 16 Learning</p>	<p>Reference: NW/YOUTH/S16</p>
<p>Aim</p> <p>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.</p>	
<p>Service requirement</p> <p>This project is designed to reduce the number of young people aged 16 and 17 who drop out from their programme of learning from a range of colleges, school 6th forms and work based learning providers within the boroughs of Greater Merseyide and to support young people to progress onto sustainable learning/ employment opportunities to achieve economic well-being.</p> <p>The project will provide two discrete modules. Providers will be expected to deliver both modules. However, as the needs of the client group are diverse, the programme should be tailored to the individual needs of each young person. As such, it is anticipated that some young people will require both elements of activity whereas in other instances the young person may not need the full breadth of activity.</p> <p>Module 1 Transitional Mentor</p> <p>(i) Provision of an additional individually focused in learning mentor support service, accesible to young people at key points in the transition from school into college and into the work place. This service is designed to add value to existing support arrangements targetted at vulnerable young people and young people in work without training helping them through what can be, for some, a very confusing and difficult period of their young lives.</p> <p>(ii) To support young people to progress following the completion of a 1 year course to ensure a suitable pathway for the young person is achieved, for example, apprenticeships; and avoid drop off at this point.</p> <p>This intervention will be focused at learners identified as being “most at risk” or vulnerable by providers and through the Connexions Service.</p> <p>It is envisaged that the transitional mentor component will be delivered at the request of LSC GM providers to an identified learner(s). Places should be prioritised for those identified as being most at risk or vulnerable.</p> <p>One to one coaching/mentoring should be available, which we would expected to be delivered at the “home” provider base or employer premises if appropriate and following an apprenticeship programme.</p> <p>The “key worker “ approach should be adopted with a ratio of no more than 1 to 10. Mentors should be professionally qualified and have the appropriate level of CRB clearance.</p> <p>Activities will be tailored to the young persons specific needs to encourage them to focus on their future choices, and may include:</p> <ul style="list-style-type: none"> • Coaching and mentoring, including peers • Counselling • Training activities to boost young self-awareness • Activities to encourage young people to take control of their futures • Activities to help recognise barriers to learning and how they can be tackled • CV development, interview skills, job search preparation <p>Module 2 Programme of Motivational Activities</p>	

Published for information purposes only. Speculative Proposals will not be accepted.

Once they are established onto a programme of learning this module will offer a range of motivational activities for providers to use that will help them to retain young at risk learners linked to the achievement of a young persons individual learning goals.

We would expect the co-ordinating provider to develop and quality assure the delivery of a menu of motivational opportunities. The co-ordinating provider should develop relationships with other organisations for example, those in receipt of funding for small arts and cultural programmes and those managing major events to maximise anything on offer through local arts, entertainment and culture routes.

The full programme of motivational activities for individuals will need to be adapted to suit individual learner circumstances and choice, taking into account personal needs and interests but may include for example opportunities to engage in motivational activities linked to creative arts and sports such as:

- Dance (classical / contemporary)
- Drama (shows / performances)
- Stage acting techniques
- Film and video production
- Creative media
- Television and radio
- Software and computer services linked to interactive leisure
- Publishing
- Art
- Fashion design / shows
- Street Entertaining – circus skills
- Music & singing
- Event management
- Opportunities to work behind the scenes during major performances (lighting / sound engineering /dressing rooms/stage runners etc).
- Opportunities to be involved in sport through the local Sport and Physical Activity Alliance; the Sail Training Initiative; outward bound courses and activities delivered through sports courses offered by both Liverpool and Everton Football Clubs.

Both support modules will be delivered as an additional element to any existing programme of learning and/or as an innovative but integrated part of a young persons learning and development plan.

LSCGM is seeking an applicant to develop and submit proposals for the delivery of both modules as a package. It is envisaged that it may be difficult for one organisation to deliver both modules so we particularly welcome applications from partner organisations acting as a consortia.

The successful provider will be required to work with the full range of LSC funded providers within the borough, who will retain overall responsibility for the individual learner.

LSCGM, through this Tender Specification, is seeking to add value to the existing support infrastructure available to young people through the Connexions Service, colleges and work based learning providers.

The succesful provider will need to demsontrate a track record of working in partnership with other providers, learners, employers and other organisations linked to the co-ordination and delivery of activities that sit outside of a learners main course of study.

We expect the succesful provider to develop strong relationships with providers and Connexions within the specified borough location, acting as a co-ordinating and managing agent from which providers can call in services.

Published for information purposes only. Speculative Proposals will not be accepted.

The appointed provider will be required to take forward a number of activities in their role as the co-ordinating organisation, and applications should identify how this will be achieved, highlighting existing linkages where relevant. These would include:

- Working with the Connexions Service and providers to identify young people who may benefit from the project;
- Work with employers to provide employment opportunities for young people;
- Management and co-ordination of the referral and tracking of learners;
- Supply and management of incentives packages to providers/ learners;
- Managing any 'call off' contracts put in place to deliver the menu of motivational activities for young people;
- Ensure that due consideration is given to health and safety issues, supervision, seeking parental permission and the completion of Criminal Records Bureau checks.

Delivery

LSCGM will require assurance that the contracting arrangements that it makes for delivery of this programme are robust and effective. It is therefore a requirement of this specification that the applicant sets out clearly:

- Their ability to ensure that both modules can be delivered – either by themselves or through consortium or sub-contracting arrangements;
- A breakdown within the tender of the costs for the administration and co-ordination of the programme;
- The successful applicant will be required as part of post-tender negotiations to provide outline delivery plans and costs per learner/ beneficiary.

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 group for this tender specification are residents of the geographical locations identified and who are:

- 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 with repeated episodes of NEET or a track record of poor attendance
 - Those aged 18 who are at risk of disengagement from learning.

Geography / area of delivery

LSC Greater Merseyside welcomes applications to cover each of the 6 boroughs of Greater Merseyside.

Outputs

LSCGM do not intend to be prescriptive in terms of the specific type of activity being procured as part of this programme and welcomes innovative and flexible proposals. That said, as a minimum we would expect applicants to deliver:

- A broad, diverse and flexible programme of motivational activities- and incentives providing young people with a menu from which to choose;
- An evaluation report
- High quality mentor support delivered by suitably qualified staff

Outputs	Knowsley	Halton	Liverpool	Sefton	Wirral	St Helens
No. of participants at risk of becoming NEET	318	51	699	287	310	151

It is anticipated that the above level of outputs would be the minimum level required for delivery.

Results

Results	Knowsley	Halton	Liverpool	Sefton	Wirral	St Helens
No. of participants in education, employment or training on leaving	191	31	419	172	186	91
No. of participants receiving mentoring support	254	40	559	230	248	121

It is anticipated that the above level of results would be the minimum level required for delivery.

Other Outcomes

Not applicable.

Funding available

The total amount of funding available for this programme is £3,637,827. This funding is split amongst the participating boroughs as follows:

Borough	Funds Available
Knowsley	£636,458
Halton	£102,349
Liverpool	£1,397,970
Sefton	£574,176
Wirral	£624,535
St Helens	302,339

It is anticipated that the average unit cost would be no greater than £2,000 per beneficiary and indeed we expect that for many it will be a lot less. We therefore expect applications that can demonstrate

Published for information purposes only. Speculative Proposals will not be accepted.

value for money comparable to the client group targeted.

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 Greater Merseyside would anticipate no more than 6 contracts (1 per borough) to deliver this programme.

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

Published for information purposes only. Speculative Proposals will not be accepted.

enable them to be funded at a later point.

For Information Only

Title: Greater Merseyside including Halton – Progression Pathways Programme	Reference: NW/YOUTH/S17
Aim <p>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 mainstream programmes (e.g. E2E, FE, Apprenticeship, Jobcentre Plus provision) or employment.</p>	
Service requirement <p>This programme is designed to be additional to the current learning and employment programmes on offer for 16-19 year olds. The programme will provide young people with the abilities and behaviours needed for further learning and skills development. It will equip the young person with an understanding of what opportunities and support are available to them, develop their self esteem and motivate them to develop themselves. The LSC seeks applicants to deliver a preparatory training programme to young people identified as target groups for this Tender Specification.</p> <p>The programme will contain 3 elements:</p> <ol style="list-style-type: none">1. An “Energiser” programme2. Training provision3. Employment Tasters <p>Providers will be expected to deliver all 3 elements, either through their own provision or through a consortium of providers. However, as the needs of the client group are diverse, the programme must be tailored to the individual needs of each young person. As such, it is anticipated that some young people will require all 3 elements of activity and in other instances young people may not require the full breadth of activity available. In all instances this must be evaluated and determined by the provider as part of their initial assessment and Information Advice and Guidance offer.</p> <p>The programme is based on the following principles:</p> <ul style="list-style-type: none">• The programme is designed for those disengaged young people who may not be ready for other LSC or Jobcentre Plus mainstream activity, ensuring quality training provision tailored to their needs;• The programme should act as a bridge to positive outcomes such as other learning or employment including Job Centre Plus programmes, Entry to Employment (E2E), Apprenticeships or Further Education;• In developing ‘behaviours’ we expect the young person to develop practices and customs that support their development and for the young person and the potential provider to understand their preferred learning style;• 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. They will be motivated and understand how they can help themselves to remove their barriers to learning or employment. <p>The delivery of this programme will include the following features:</p> <ul style="list-style-type: none">• Roll on and roll off, so that young people can be continuously attracted and move on when they are ready to do so, tailored to their individual needs;• Have the facility of a phased exit to progression opportunities as part of the learning process with additional support needs identified and provided. All progression options must be explored, including further learning, employment or volunteering;• Have in place a ‘key worker’ who will be identified for each young person throughout the project as a main contact and a source of pastoral support; to include the engagement of specialist providers where necessary;• Capacity building within partner organisations who are involved in the delivery of this activity, to enable them to use a variety of methods including high quality assessment and learning styles	

Published for information purposes only. Speculative Proposals will not be accepted.

appropriate to individuals, so that they are able to address the underlying reasons why individuals do not achieve their full potential which ultimately results in them joining NEET. Please be aware that statutory training cannot be funded.

Information Advice and Guidance (IAG) must be integrated into the programme at all stages.

Element 1 – Energiser

The nature of this element is to develop and implement successful and innovative approaches to increasing the participation in learning of this group of young people within Merseyside. It will seek to develop innovative re-engagement strategies through the use of, for example, creative arts; sport and leisure etc. which will be used as a “hook” for engagement for the priority target groups. For example:

- 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, for example, construction.

Element 2 – Training Provision

Examples of activities under this element may be as follows:

- Develop for every learner a transition or career management plan that will include a portfolio of activities and achievements whilst on the programme, determining their learning goals appropriate to their needs (for example, CV writing, interview skills), with personal target setting and learner responsibility;
- Deliver innovative approaches to learning with young people, which will need to be different, creative, fun and engaging to add value and motivate young people;
- Ensure that the programme provides a ‘fit for purpose’ menu of learning outcomes and activities capable of responding to the needs of a diverse group of individuals and their learning styles at a pace to suit the individual;
- Assess learner 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;
- Basic skills and key skills needs must be identified through naturally occurring evidence and addressed through activity based projects;
- This element must be classroom based for a maximum of 20% of the time;
- Ensure that there is an effective transition process to the most appropriate positive outcome, which must include recommendations on the most suitable 'mainstream' programme or employment for the learner;

Element 3 – Employer Engagement

The activities must include the engagement of employers to provide short term employment opportunities; the engagement of young people who are NEET, and their preparation and support for employment before, during and after a placement.

Activities will include “routeways” into employment using work to give young people experience of working.

It is expected that this element of the programme will aim to encourage re-engagement in education, employment or training.

Activities may include, although this list is not exhaustive:

Published for information purposes only. Speculative Proposals will not be accepted.

- Extended work experience leading to sustainable employment
- Experience of working as a volunteer
- Pre-apprenticeship trial linked to work experience with local employers
- Activity, linked to Enterprise and Entrepreneurship for those young people who see self-employment as a future progression route

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 group for this tender specification are residents of the geographical locations identified and who are:

- 16-19 years old, who have left compulsory education, and who are currently not in employment, education or training.

Within this overarching group, individuals may:

- Have yet to achieve a first Level 2 or equivalent and who may require support at Level 1;
- Be vocationally unaware/ undecided and may possess a Level 2 qualification;
- For a variety of reasons not be ready to enter E2E programmes;
- Have learning difficulties and/or disabilities;
- Be looked after children;
- Be teenage parents;
- Be Young Offenders.

(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

LSC Greater Merseyside welcomes applications to cover each of the 6 boroughs of Greater Merseyside.

Outputs

Output	Knowsley	Halton	Liverpool	Sefton	Wirral	St Helens
No. of participants who are NEET	127	111	800	322	537	425

It is anticipated that the above level of outputs would be the minimum level required for delivery.

Results

Published for information purposes only. Speculative Proposals will not be accepted.

Results	Knowsley	Halton	Liverpool	Sefton	Wirral	St Helens
No. of participants in education, employment or training on leaving	57	50	360	145	242	191
No. of beneficiaries achieving their personal goals	102	89	640	258	430	342
No. of qualifications achieved	38	33	240	96	161	127

It is anticipated that the above level of results would be the minimum level required for delivery.

Other Outcomes

Not applicable.

Funding available

The total amount of funding available for this programme is £5,805,000. This funding is split amongst the 6 boroughs as follows:

Borough	Funds Available
Knowsley	£317,500
Halton	£277,500
Liverpool	£2,000,000
Sefton	£805,000
Wirral	£1,342,500
St Helens	£1,062,500

It is anticipated that the average unit cost would be no greater than £2,500 per beneficiary and indeed we expect that for many it will be a lot less. We therefore expect applications that can demonstrate value for money comparable to the client group targeted.

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved, the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 Greater Merseyside would anticipate no more than 6 contracts (1 per borough) to deliver this programme.

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.

Title: Lancashire - Reducing NEET in Blackburn with Darwen	Reference: NW/YOUTH/S18
Aim To work with those young people aged 14-19 in Blackburn with Darwen 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.	
Service requirement Applicants will need to demonstrate an ability to work in partnership with key stakeholders in Blackburn with Darwen 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 Blackburn with Darwen NEET Reduction Strategy and have the written endorsement of the local 14-19 strategy group. 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 Invitation to Tender. Detailed below are four types of activity which we are looking to support. 1. 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: <ul style="list-style-type: none">• 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 support 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. However other types of innovative approaches are welcomed. 2. 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.

3. 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

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;
- 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. 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.

Activities will:

- deliver innovative approaches to learning with young people, it will need to be different, creative, fun and engaging;
- include learning process that should inspire, engage their 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 invitation to tender;
- 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 and linked multi agency support 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.

4. 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;
- 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. 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 and linked multi agency support where necessary;

Published for information purposes only. Speculative Proposals will not be accepted.

- 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:

1. 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.

2. 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 who are at risk of disengagement from learning
 - Those who have previously left a post 16 learning programme without completion
 - Those who have a previous record of being NEET

3. Energisers; and

4. 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 and require additional employability skills
- 16-19 year olds who are 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 cover the following geographical areas:

- Blackburn with Darwen Local Authority area

Outputs

Strand	Indicative Number of Participants (Starts)
Transition into post 16 learning	164
Retention in post 16 learning	170
Energisers	247
Pre E2E Programmes	175

Results

These are the minimum results that must be delivered:

Transition into post 16 learning	
Those supported into post 16 learning	82
Those retained in post 16 learning	
Young people retained in post 16 learning	102
Energisers	
Those young people who are NEET progressing into structure learning and/or employment	111
Pre E2E Programmes	
Those young people who are NEET progressing into structure learning and/or employment	79

Other outcomes

- Individual Learner Action Plan completed
- Completion of non-accredited learning activity
- Achievement of accredited learning activity
- Improvement in Personal/Life Skills
- Improvement in Work related Skills Marketing Plan completed
- Learning materials developed
- Starts on non- accredited learning activity
- Starts on accredited learning activity
- Completion of non-accredited learning activity
- Achievement of accredited learning activity
- Improvement in Personal/Life Skills
- Improvement in Work related Skills

Funding available

The overall funding available for this Tender Specification is £700,000. This funding is split as follows:

Published for information purposes only. Speculative Proposals will not be accepted.

Transition into post 16 learning	£139,400	£850
Retention in post 16 learning	£140,000	£1000
Energisers	£209,950	£850
Pre E2E Programmes	£210,000	£1,200

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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, with an anticipated minimum contract value being £150,000.

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 should indicate their willingness to work within a consortium arrangement and detail any previous experience of delivering projects through such arrangements.

Published for information purposes only. Speculative Proposals will not be accepted.

Where a consortium approach is proposed, all information requested should be given in respect of the proposed prime contractor or consortium leader. Relevant information should 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 should 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.

For Information Only

Title: Lancashire – Reducing NEET in Blackpool	Reference: NW/YOUTH/S19
Aim <p>To work with those young people aged 14-19 in Blackpool 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 Blackpool 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 Blackpool NEET Reduction Strategy and have the written endorsement of the 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 four 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 are 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 targeted 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; pupils whose learning is delivered by education diversity teams. <p>Applicants will demonstrate their ability to deliver the specification and demonstrate as part of their proposal:</p> <ul style="list-style-type: none">• 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;• how they will engage young people, first on to the programme and secondly in learning experiences;	

Published for information purposes only. Speculative Proposals will not be accepted.

- how their assessment tools will work and how they will construct individual learning plans;
- their ability to bring in additional specialist providers and linked multi agency support 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 support 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. However other types of innovative approaches are welcomed.

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:

Published for information purposes only. Speculative Proposals will not be accepted.

- 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, it will need to be different, creative, fun and engaging;
- include learning process that should inspire, engage their 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 invitation to tender;
- 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 and linked multi agency support 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.

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:

- 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.

- 3. Retention in post 16 learning;**

Published for information purposes only. Speculative Proposals will not be accepted.

- 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 left a post 16 learning programme without completion
 - Those who have a previous record of being NEET

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 and require additional employability skills
- 16-19 year olds who are 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 cover the following geographical areas:

- Blackpool

Outputs

Strand	Indicative Number of Participants (Starts)
Learning and Support during Key Stage 4 for those who are disengaged or at risk of disengaging.	186
Transition into post 16 learning	164
Retention in post 16 learning	105
Energisers	370

Results

These are the minimum results that must be delivered:

Learning and Support during Key Stage 4 for those who are disengaged or at risk of disengaging	
Young people re-engaged or prevented from disengagement	117
Transition into post 16 learning	
Those supported into post 16 learning	82
Those retained in post 16 learning	

Published for information purposes only. Speculative Proposals will not be accepted.

Young people retained in post 16 learning	63
Energisers	
Those young people who are NEET progressing into structure learning and/or employment	167

Other outcomes

Individual Learner Action Plan completed
 Starts on non- accredited learning activity
 Starts on accredited learning activity
 Marking Plan completed
 Learning materials developed
 Completion of non-accredited learning activity
 Achievement of accredited learning activity
 Improvement in Personal/Life Skills
 Improvement in Work related Skills
 Participant progression into full time employment
 Progression into part-time employment

Funding available

The overall funding available for this Tender Specification is £700,000. This funding is split as follows:

Strand	Total Funding Available	Unit cost per Participant
Learning and Support during Key Stage 4 for those who are disengaged or at risk of disengaging	£139,500	£750
Transition into post 16 learning	£139,500	£850
Retention in post 16 learning	£105,000	£1,000
Energisers	£314,500	£850

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)

Published for information purposes only. Speculative Proposals will not be accepted.

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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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.

Contracting details

LSC Lancashire would expect to let no more than 3 contracts, with an anticipated minimum contract value being £150,000.

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 should 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 must 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.

Title: Lancashire – Reducing NEET in Lancashire Local Authority area	Reference: NW/YOUTH/S20
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 are 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. <p>Applicants will demonstrate their ability to deliver the specification and demonstrate as part of their proposal:</p> <ul style="list-style-type: none">• 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;	

Published for information purposes only. Speculative Proposals will not be accepted.

- 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 support 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 /

Published for information purposes only. Speculative Proposals will not be accepted.

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, it will need to be different, creative, fun and engaging;
- include learning process that should inspire, engage their 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;
- 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. All progression options should be explored,

Published for information purposes only. Speculative Proposals will not be accepted.

- 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:

**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.

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 successfully 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

Published for information purposes only. Speculative Proposals will not be accepted.

- 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 cover the deliver the following activities in the geographical areas identified:

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

- Preston, Chorley & South Ribble

2. Transition into post 16 learning.

- Preston, Chorley & South Ribble
- Burnley & Pendle
- Hyndburn

3. Retention in post 16 learning

- Preston, Chorley & South Ribble
- Lancaster & Morecambe

4. Energisers

- Preston, Chorley & South Ribble
- Burnley & Pendle
- Lancaster & Morecambe

5. Pre E2E Programmes

- Hyndburn

Outputs

Strand	Preston, Chorley & South Ribble	Burnley & Pendle	Lancaster & Morecambe	Hyndburn
Learning and support during Key Stage 4 for those at risk of disengaging	160 participants			
Transition into post 16 learning	141 participants	294 participants		82 participants
Retention in post 16 learning	90 participants		100 participants	
Energisers	317 participants	235 participants	117 participants	
Pre E2E Programmes				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

	Preston, Chorley & South Ribble	Burnley & Pendle	Lancaster & Morecambe	Hyndburn

Published for information purposes only. Speculative Proposals will not be accepted.

Learning and support during Key Stage 4 for those at risk of disengaging				
Young people re-engaged or prevented from disengagement	96	0	0	0
Transition into post 16 learning				
Young people successfully progressing into post 16 learning	71	147	0	41
Retention in post 16 learning				
Young people retained in learning	54	0	60	0
Energisers				
Those young people who are NEET progressing into structure learning and/or employment	143	106	53	0
Pre E2E Programmes				
Those young people who are NEET progressing into structure learning and/or employment	0	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 £1,400,000. This funding is split as follows:

- Preston, Chorley & South Ribble - £600,000
- Burnley & Pendle - £450,000
- Lancaster & Morecambe - £200,000
- Hyndburn - £150,000

Indicative unit cost per participant per strand:

Strand	Preston, Chorley & South Ribble	Burnley & Pendle	Lancaster & Morecambe	Hyndburn
Learning and support during Key Stage 4 for those at risk of disengaging	£750			
Transition into post 16 learning	£850	£850		£850
Retention in post 16 learning	£1000		£1000	
Energisers	£850	£850	£850	

Pre E2E Programmes				£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)

The activities specified in this Tender Specification will be funded by the LSC's Co-finance Plan for the North West of England for the period January 2007 to December 2010. As this Co-finance Plan has yet to be approved the amounts specified in this Tender Specification are subject to change. The final amount of funding available for this Tender Specification will be agreed prior to contract clarification commencing.

Start and end dates

Projects must not start activity before 1 May 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 6 contracts, with an anticipated minimum contract value being £200,000.

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

Published for information purposes only. Speculative Proposals will not be accepted.

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.

For Information Only