

RAISING AND REALISING ASPIRATIONS

For Children and Young People in the North East



WHAT WORKS, MODELS AND METHODS



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What works, models and methods

Introduction

Raising and realising aspirations is an essential aspect of the development and implementation of effective policies for children and young people in the North East. Today's conference is aimed at promoting awareness, debate and action around raising and realising aspirations of the children and young people in the region.

This information pack has been compiled to promote and share practice from around the North East which aims to increase the opportunity for children and young people to raise and realise their aspirations. We have gathered a variety of models and methods currently being used from the statutory and third sector covering early years through to vulnerable young people.

We will continue to collect examples of models from the region that can be added to this information pack and will also be accessible via the Government Office for the North East website:

<http://www.gos.gov.uk/gone/cyp/changeforchildren/aspirations/>

If you have a model you would like to share please complete the template included in the pack and return it to Margaret Walton at

margaret.walton@gone.gsi.gov.uk

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What works, models and methods.

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Early Years

1

The Impact of Family Learning on Improving the Life Chances of Families - Gateshead

<p>Activity</p>	<p>What?</p> <ul style="list-style-type: none"> • PEEP (Peer Early Education Programme) is an Early Education group with emphasis on 'Learning together with your child', encouraging parental involvement in Open College Network accreditation, and was recommended by the Psychological service. • The overall programme is aimed at children aged 0 – 4 years, within the Children's Centre it was delivered to babies and also children aged one and two years old. • The programme was delivered one hour per week, term time only. The idea being, those children would move on through the programme in accordance with ages and stages of development. <p>Where?</p> <ul style="list-style-type: none"> • Babies and PEEP 1's was delivered at Leam Lane Children's Centre in Gateshead. • PEEP 2's was delivered at Lingey House Primary School to support children's transition into nursery. • To cope with demand additional sessions were delivered by local libraries <p>Who?</p> <ul style="list-style-type: none"> • Children's Centre staff, Library staff and parent volunteers who were PEEP trained <p>How?</p> <ul style="list-style-type: none"> • Once staffs were trained, the programme was promoted using mail outs from the Children's Centre database and via home visits whereby staff would discuss Children's Centre activities. • Through parental consultation and the support from Psychological services the programme was planned and delivered. • Peer support meetings were held termly to ensure quality delivery and to identify areas requiring further development. • Psychological services completed observational visits and when necessary provided support to facilitators.
<p>Outcomes</p>	<ul style="list-style-type: none"> • All Every Child Matters Outcomes were achieved. • Parents were supported and their views valued as their child's first educator. • The formal accreditation resulted in parents accessing further educational opportunities. Some have since went on to complete NVQ's in childcare and teaching assistant courses. • Through participation in Family Learning programmes, families have increased their life chances, improved their employability and possibly reduced child poverty within the home. • Children's learning and development was supported with structured routines and age appropriate resources and activities, enhancing their level of confidence and self esteem to further develop skills • This was a very popular programme resulting in the need to train additional staff in order to meet demand. This programmes popularity continues to be promoted by Children's Centre publicity and via word of mouth of parents
<p>Lessons learnt</p>	<ul style="list-style-type: none"> • The popularity of the course caused waiting lists to be created and therefore not all children could access the full programme. • The importance of acknowledging and responding to parents views and how

	<p>positive relationships were established between staff and parents/carers, which have resulted in parents/carers embracing other Children's Centre activities with their children</p> <ul style="list-style-type: none">• How Family Learning can raise the aspirations of an Individual and family• How supporting families can benefit the service, i.e.; some parent/carers have gone on to become parent volunteers and now lead group activities within the Children's Centre. In addition some Parent Volunteers through their own experiences have promoted the family learning opportunities available within the Children Centre's and this has resulted in the positive involvement of other parents.
Contact details for further information	<p>Beverley Coombs Under 11's East Area Lead Leam Lane Children's Centre Telephone: 0191 4336000</p>

Early Years

2

South Tyneside Pyramid scheme: raising the aspiration of the quieter, more withdrawn child through support for their emotional health and well-being.

Activity

South Tyneside Pyramid scheme was established 5 years ago in a partnership between National Pyramid and South Tyneside Education Welfare Service (EWS) and the local Children's Fund. Pyramid clubs and the Pyramid project are now firmly established in the borough and have been taken on by the local authority under Extended Services.

Pyramid clubs provide social and emotional support for children in primary schools who are quiet, shy, anxious, withdrawn or finding it difficult to make friends. Targeted children are carefully selected after screening a whole year group and then invited to attend a club. The aim of the clubs is to provide children with an enjoyable, positive experience, in a group, with lots of new experiences that help develop a 'can-do' attitude and provide opportunities to develop friendships. The clubs are run by fully trained club leaders, a mixture of volunteers, school staff, students or older pupils. Pyramid clubs usually run after school for an hour and a half and involve fun games, cooking, circle time discussion and art and craft activities. They take place once a week for ten weeks during the school term. Some South Tyneside Pyramid clubs are run during the school day, or at lunchtime or when the rest of the class has Golden Time or Citizenship lessons. This is especially helpful in those areas where parents are unwilling to collect their children at 5pm or where there are attendance issues.

In the summer of 2008, South Tyneside ran 10 clubs during the first week of the summer holidays. Children attended 5 sessions for 3 hours either morning or afternoons. They were mixed ages from 5-10 and referred to the clubs after screening using the teacher rated SDQ. Various evaluation methods were used for children and parents. Club leaders were paid as casual staff, funded by Big Lottery at £1,000 per club. Additional training was provided for this programme and the leaders worked together for 4 weeks to plan and prepare.

Pyramid in South Tyneside is part of the Local Area Agreement and the Children and Young People's Plan. It is linked with the Primary Care Trust through the co-ordinator who is on the Emotionally Healthy Steering Group. In turn, this provides links with Educational Psychologists, School Advisers, Child and Family Psychologists, School Nurses, Healthy Schools co-ordinators etc. The Pyramid co-ordinator's remit is also to link with staff involved in other emotional health and well-being programmes such as SEAL and the PENN Resilience Programme.

Pyramid operates in about 27 South Tyneside primary schools. It has also worked with Young Carers Groups, the Looked after Children's Education Team (where off-site Pyramid club were offered) and with Connexions. Schools can apply for locally administered Big Lottery funding for up to £600 towards the cost of running Pyramid in their school.

In the last academic year (2007-8) there were 60 active club leaders from a variety of sources. Of these, 24 continued from the previous year and 36 were newly recruited from the CVS, local education authority staff, lunchtime supervisors, school volunteers, students (classroom assistants, PGCE, under graduates, A level and Child Care NVQ) and Year 11 pupils.

Outcomes

At Pyramid clubs, children are encouraged to try new activities, to develop new skills and to discover some of their strengths. Their self confidence is raised and their willingness to participate in school life increases. Quiet children can find the voice they need to ask for what they need.

Examples of feedback about children from South Tyneside teachers following clubs:

	<p>Joins in more group activities; Confidence has definitely improved; Not as many tears; Tried new food and addressed his weight issues with food choices, talks about eating healthily; Has lost some of her shyness; Smiles a lot more and has new friends; Happier in school; No longer has emotional outbursts; Willing to have a go; Asks and answers questions; Approaches teachers for help when he needs to; Trying harder in class; Takes little steps, he could not before Pyramid; Puts her hand up in class; Showing more confidence in written work.</p> <p>In 2007-2008: 36 new club leaders trained to support children's emotional health and well-being 695 children had a check of their emotional health needs 223 children had their needs discussed at a identification and selection meeting 146 children attended after school Pyramid clubs and 10 children were supported through alternative interventions.</p>
Lessons learnt	<p>Because of her involvement and experience of running Pyramid, the co-ordinator has developed opportunities to train pupils in year 5 to become Game Buddies and is piloting 'We Matter' Award for years 1 & 2 (a child friendly version of recording against ECM outcomes) for children attending a lunchtime club run by teachers focusing on 'Enjoy and Achieve' 'Staying Safe' and 'Being Healthy'</p> <p>Future plans for South Tyneside Pyramid include training parents as Pyramid Club Leaders. Because of the fun element to the Pyramid training it is expected to encourage some to attend other adult learning courses thus increasing their own aspirations and achievement.</p>
Contact details for further information	<p>Joan Masters South Tyneside Pyramid coordinator joan.maters@s-tyneside-mbc.gov.uk 0191 4249931</p>



South Tyneside Council



Transitions – primary to secondary

1

Primary School Raising Aspirations Event - Sunderland

Activity undertaken (including what, where, who and how)

“Young people’s orientations towards education and schooling are relatively firmly fixed by the time they leave primary school. It is very striking that intentions about staying on - or not - are actually realised in such a high proportion of cases”

Professor Paul Croll, University of Reading, August 2005

In 2004 Connexions Tyne and Wear and the University of Sunderland worked in partnership to organise and deliver a Primary School Raising Aspirations Event aimed at Year 6 pupils, as research indicates raising aspirations and the challenging of life goals is likely to be more successful the earlier the intervention. Following the success of the 2004 event, a commitment to this work was given in order to run this on an annual basis which has evolved and developed over the last five years. Since 2004, more than 1,500 Year 6 children have taken part in this event from 18 primary schools. We have worked with 14 local employers, some of which include national organisations, and the University of Sunderland has arranged more than 16 different “taster” activities for the children to try. The day is organised into two distinct categories to ensure that the children can make the connection between their current and future educational studies and university, and to make the links between careers and future employment possibilities. During the morning, the children are able to experience a wide range of activities that are delivered by university staff and are designed to give a fun mini “taster” of the scope and nature of some of the university courses. The children experience using state of the art technology and equipment that undergraduates themselves use. In the afternoon, local employers (some from national companies) provide interactive workshops that directly link to their occupational area.

For the last three years, all primary schools that participated in the event have had a preparatory visit by the Personal Advisers who are with their group on the day of the event itself, and, in the main, are the link advisers for the secondary schools that the pupils will attend in September. During the briefing session, pupils learn about key words related to higher education and make and decorate their own mortar-board in preparation for the event. The event itself is delivered over two days at the St Peter’s Campus at the University of Sunderland. There is no cost to the school for participating and schools attend for one full day. The event is hosted at the award-winning St Peter’s Campus at the University of Sunderland so children can experience for themselves the

	<p>university environment. The children also have exposure to a range of positive role models, through Connexions Personal Advisers, University of Sunderland student ambassadors, local employers and further and higher education lecturing staff.</p> <p>The event is inclusive - children from Barbara Priestman School (Special Needs School) have taken part since 2005 and follow a bespoke programme. Facilitators have adapted their sessions to ensure all children have a full part.</p>
<p>Outcomes</p>	<p>The main outcome of the project is to raise and challenge aspirations at a time when students are more receptive to change and positive influences. The event itself is planned to coincide with the end of the Standard Assessment Tests (SATs) and the imminent transition from primary to secondary school. It also encourages pupils to “aim high”, helping pupils to maintain, and possibly improve their attainment in secondary school when given exposure to new possibilities and positive role models from both student ambassadors and employers. Pupils also meet and get to know their link Personal Adviser (PA) who is allocated to their secondary school, as the PA is allocated to the appropriate primary feeder school to take part in all of the planned activities during the event. Further work is planned with the children in the Autumn term of Year 7 to begin to measure the impact this event has had on individual pupils’ aspirations and longer term plans.</p>
<p>Lessons learnt</p>	<p>Fewer, but longer sessions were felt to be more beneficial to both pupils and facilitators and in 2007; groups spent two 45 minute sessions in each activity. Longer activities also allowed the children to reflect on the morning and afternoon sessions and complete a meaningful Post-It note with their comments and feelings. As the event can only be offered for two days, this inevitably limits the number of schools that can participate, and new ways of developing this work was of high consideration. During the 2007 event, two final year media undergraduate students filmed and produced a DVD of the event. This DVD will be used as a primary school resource and also to use with the students in Year 7 as part of the follow up impact analysis.</p> <p>Feedback from school teaching staff in 2006 indicated suggestions for areas/subjects for inclusion in future years, and in 2007 new sessions related to hospitality, health & social care and the environment were included.</p>
<p>Contact details for further information</p>	<p>Carolyn Bradshaw Connexions Sunderland City Library & Arts Centre Building 30-32 Fawcett Street Sunderland SR1 1RE 0191 4432933 c.bradshaw@connexions-tw.co.uk</p>

I think this day
has been, for most,
full of opportunity
for the future

Thank you!



connexions

SUNDERLAND

Transitions– primary to secondary school

2	Head Start – Primary School Aspirations Project - Gateshead
<p>Activity</p>	<p>The Head Start project is an innovative programme of high-impact careers education delivered to primary school learners in Gateshead, Tyne and Wear.</p> <p>Co-funded by Connexions Gateshead and Aim Higher, the programme aims to support students in:</p> <ul style="list-style-type: none"> • exploring the connection between school subjects and the world of work; • challenging their own perceptions of gender stereotyping; • increasing their awareness of available opportunities after Year 11. <p>Strand One: A visit to Newcastle University for pupils, tutors and a limited number of parents/carers takes place in November as part of the Apprentice Students on Campus (ASC) activity co-ordinated by Aim higher.</p> <p>Strand Two: Tutors are given access to a curriculum consultant who provides lesson plans and resources to support careers-related learning that can be cross-referenced to current Citizenship outcomes in Key Stages 2 and 3.</p> <p>Strand Three: Employers deliver a carousel of high-impact kinaesthetic workshops on school sites in the week before February Half Term. Facilitators are approached for their ability to:</p> <ul style="list-style-type: none"> - provide tangible role models; - represent unusual or slightly off-beat careers; - present a clear link to Higher Education; - set activities which challenge stereotyping; - utilise equipment and allow students to dress 'in role'. <p>Strand Four: A structured plenary is delivered in assembly-format within two weeks of the on-site workshops, including promotion of positive thinking skills and a picture show of students 'in action' during the programme.</p>
<p>Outcomes</p>	<p>Head Start has covered 18 primary schools, engaging more than 650 learners and delivering almost 700 workshops. It has also trained 28 Tutors and used a pool of 14 employers to facilitate workshops. A wide range of qualitative feedback is available from learners, including:</p> <p>"I learned lots about work - I cannot wait to get a job" "The science was fun - I am going to tell my parents" "Every school day counts" "I have learned how good my brain can be" "You do not have to be a boy to be a builder"</p> <p>Head Start is featured as a case-study of good practice by the CWDC (2006) and won an ICG National Careers Award (2008) in the Pre 14 Learning Category.</p>
<p>Lessons learnt</p>	<p>High-quality, kinaesthetic interventions that teach economic well-being have a tangible impact on learners aspirations - especially among young males; The Higher and Further Education sectors can be effectively utilised to enrich curriculum work in Key Stage 2 - especially PSHE and Citizenship; Positive thinking skills must permeate all aspects of delivery to engender a 'can do' approach to learning; A range of evaluation methods are best used to capture learner feedback -</p>

	video, reflective plenary and surveys have been used to date. A longitudinal study of progression - charting how destinations after Year 11 match with aspirations recorded in Year 6 - is now being planned.
Contact details for further information	Gavin Bradshaw Over 11 Lead - Central 0191 433 6840 gavinbradshaw@gateshead.gov.uk



Primary to Secondary School

3

St Joseph's Catholic Primary School, Newcastle

Primary School project: Inspire

Raising aspirations in terms of Careers

Activity

The Project

In collaboration and negotiation with three local primary schools, Connexions Newcastle put together a programme to support young people in year 6 in terms of transition to year 7 and beyond, as well as exploration of careers aspirations.

We called the project INSPIRE as we wanted to inspire young people in year 6 and raise aspirations, helping them to understand the importance of continuing their education and gaining qualifications. Evidence from the pilot suggested this happened.

The key reasons for completing the work were around aspiration raising for year 6 pupils in recognisably deprived areas in Newcastle. This had emerged as a request from schools about the need for a transition project post SAT's.

The materials we utilised were a mixture of 'Make it Real Game' and materials Connexions PA's had devised, based on a limited project the previous year.

Pupils were encouraged and found the activities interesting and stimulating. The schools involved in the project were St. Josephs, North Fawdon and St Oswalds. This is a project that can last a half term to include preparation and follow up activities with a concentrated week.

The plan for the week was as follows, pupils are expected to write to the employers (employers found by Connexions staff) inviting them in to school and giving directions.

Day one: - 'Your town'; a half-day session by Connexions. This session involves pupils creating their own town and looking at what services are involved in a town, along with what job roles.

Day two: - 'Job families'; a half day session run by Connexions to cover job families and progression routes into jobs.

Day three: - 'Employer visits'; arranged by Connexions, which included staff from fields like engineering, health services, hair and beauty, construction etc.

Day four: - 'External visits'; pupils visited Newcastle College (arranged by Connexions Newcastle along with School Liaison Officer)

Day five: - 'Reviews'; pupils reviewed their learning.

Follow up work; pupils wrote a thank you letter to employers and also had a presentation of certificates, supplied by Connexions. Parents were invited to see the pupils receive their awards, which were presented, by one of the employers.

Parental involvement was actively encouraged and at St Josephs pupils produced a play about what they had learned; which was an excellent indicator of their experience and all they had learned. For all of us privileged to see it was great to watch! With a catchy little number of "Working 9 to 5" at the end!

A part of the project we feel particularly proud of is the employer's day when employers from the area, from a variety of disciplines discussed their job role with the pupils and presented their career. The pupils got a lot from this and the

	<p>employer links we made were excellent.</p> <p>The staff in the schools valued the project and the pupils enjoyed the project and gained a lot from it. In 2007 the project was picked up by an inspector and cited as an example of "outstanding good practice".</p>
Outcomes	<p>The project had positive outcomes in terms of engaging young people who were at risk of disaffection with school and was well received by primary heads. It generally supported Transition, as Connexions advisors from the secondary feeder schools were a part of the project.</p> <p>The project also highlighted to us as practitioners the very real need for projects such as this to continue, to raise young people's aspirations and to broaden their horizons.</p>
Lessons learnt	<p>In terms of lessons learned I think that we all would agree it is valuable as a project. We have learnt that the aspirations of a lot of young people in our area are low and that their understanding of the World of Work is limited.</p> <p>As practitioners we feel that the work we are doing could be supported if we worked with the younger age groups. In terms of prevention of NEET, this work is invaluable.</p>
Contact details for further information	<p>If you require further information, please contact Tracy Harris at Connexions Newcastle on 0191 2771452 or Anne Graham on 0191 2771451 E-mail me at Tracy.R.Harris@newcastle.gov.uk</p>

Transitions – Secondary to HE/FE/employment

1	HiPoint - Y10 Lancaster University Residential - Newcastle
Activity	<p>3 night/4 day residential at Lancaster University End of June 60 Y10 Aim higher students from across Newcastle schools with accompanying staff from each school.</p> <p>Other young people from Halifax and The Wirrall also attend the summer school. Activities have included: Academic sessions Campus tour A-Z of Student Life Student Panels Team Building University Challenge Societies Tasters Alternative Routes to HE Sports Bowling Formal dinner Evening Ball and karaoke Final student presentations</p> <p>The young people live in one bedroom, ensuite student accommodation on campus and eat in the college refectory. Coach transport is organised to and from the venue from Civic Centre car park. A parent/student/staff information event is held prior to the visit and is hosted by Northumbria University to get the young people and their parents used to an HE environment.</p>
Outcomes	<p>254 young people have visited Lancaster University since 2004. Destinations: Lancaster University Campus Universities City Universities</p>
Lessons learnt	<p>This is an exceptional motivator in helping young people find out more about Higher Education. Sharing the experience with other young people from around the country is of great benefit in helping them develop socially. A cross-school event like this helps the students make new friends from other schools that is also beneficial and many have kept up the new friendships after returning to Newcastle. Strong leadership and effective staff training are essential when preparing for the visit to ensure all aspects of the visit go well.</p>
Contact details for further information	<p>Sue Blakemore 0191 211 5321 sue.blakemore@newcastle.gov.uk</p>



Transitions – Secondary to HE/FE/employment

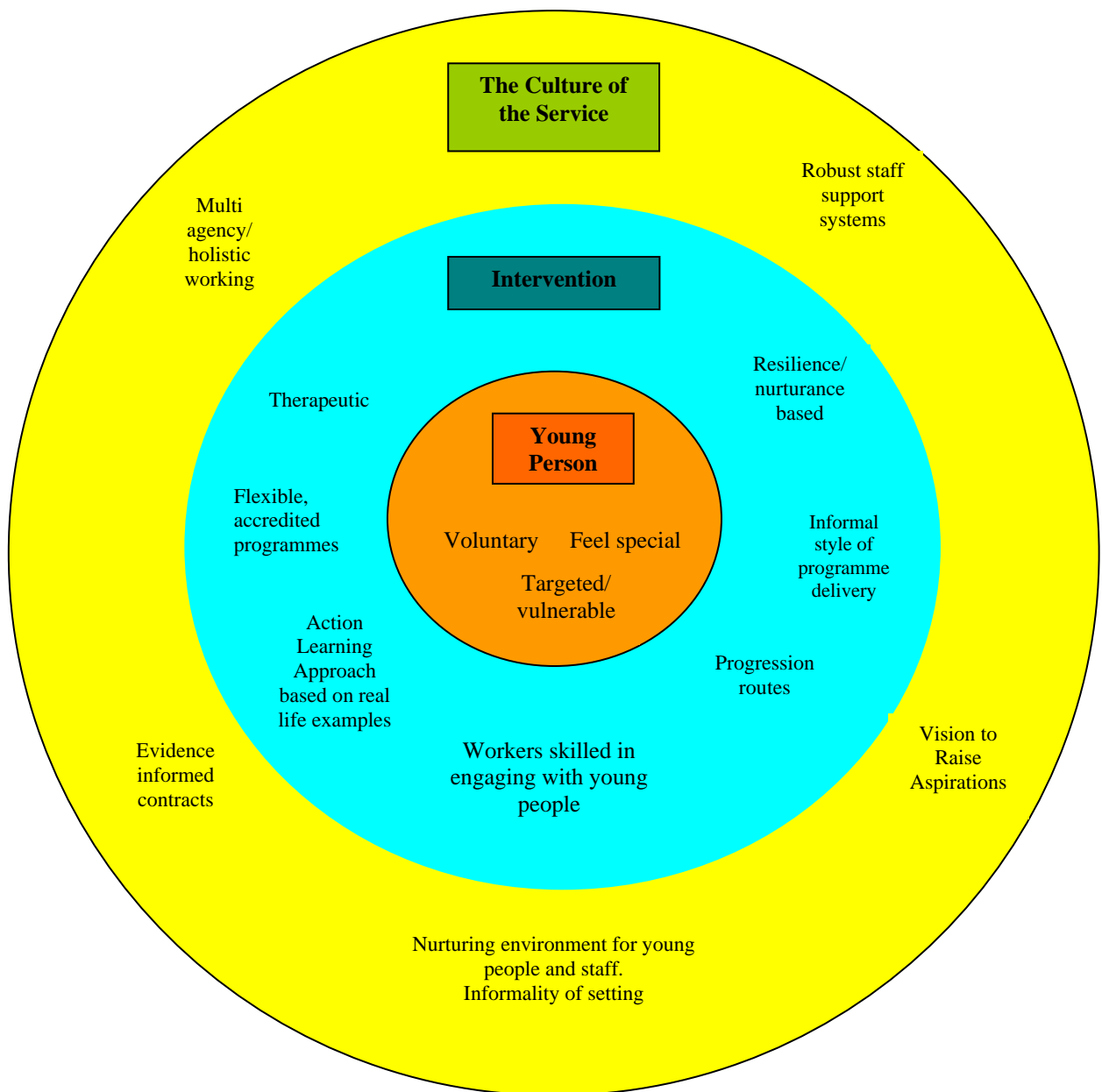
2	Transition Mentoring – Secondary School to Post - 16
Activity	<p>Mentors from Colleges and Work Based Learning Providers work with schools to identify Year 11 students who may need support as they embark on post-16 learning.</p> <p>The post-16 mentors meet all Year 11 students during a Year 11 assembly and then interview each student who has been identified as appropriate for mentoring. Mentors maintain contact with students during the summer and meet them again as they begin their post-16 learning. The students are then mentored for the first few weeks at college or WBL.</p>
Outcomes	Increased retention in post-16 learning during initial transition period
Lessons learnt	
Contact details for further information	<p>Karen Williamson</p> <p>Karen.williamson@darlington.gov.uk</p> <p>01325 388051</p>



Young Parents

1	Supporting young people to raise and realise their aspirations – how to improve outcomes. Barnardos - Newcastle, North Tyneside and Stockton
Activity	<p>The aim of this research project has been to explore a small number of programmes, identified by Teenage Pregnancy Co-ordinator, that aim to raise aspirations in young people under the age of 18 across Newcastle, North Tyneside and Stockton and to identify the key components of good practice.</p> <p>A range of data, relevant to the aims of the project, was gathered from each of the services identified. In addition, a literature review was undertaken.</p> <p>The range of data sources were:</p> <ul style="list-style-type: none"> • Teenage Pregnancy Co-ordinators (3) • Managers of services (11) • Practitioners (12) • School staff (6) • Young people (15) • Teenage parents consultation group (1) • Written Evaluations and Questionnaires completed by participants • Service produced data / evaluations of various kinds
Outcomes	<p>In broad terms the aspects of good practice identified through this project by workers and young people are very much in line with “You’re Welcome” criteria (DoH, 2007) and the more successful programmes engaged young people in developing “their ability to make safe, informed choices and helping them develop the confidence and skills to delay early sex and resist peer pressure” (DoH, 2007, page 9).</p> <p>The good practice identified was also very much in line with those identified in the literature review, in particular in relation to the process of engagement with “hard to reach” young people, working holistically with young people, designing interventions that help build resilience and raise aspirations and the use of action learning methods to facilitate attitudinal and behavioural change.</p> <p>A model of good practice was developed</p>
Lessons learnt	<p>Processes for capturing baseline and outcome data to identify the longer-term impact of the programmes on attitudes and behaviour (particularly in respect of risk taking behaviour) should be developed.</p> <ul style="list-style-type: none"> • The Commissioning process should be informed by the good practice identified through this project. Contracts should be evidence informed and the impact of the requirements of the contracting process on the key elements of good practice should be considered • Further work specific to engagement with young men should be undertaken to identify models of good practice and address issues raised by staff and young people in respect of the relative effectiveness of mixed and single gender groups and the gender of the group leader. This could be underpinned by a systematic/ extensive review of the research literature. • The resource implications of meeting the increased demand created by more successful projects through, for example, the need to provide progression routes should be considered.

	<ul style="list-style-type: none"> The implications of key programme inputs being withdrawn because of funding shortfalls should be addressed.
Contact details for further information	Malcolm Stone Barnardo's Orchard House Buston Terrace Newcastle NE2 2JL Tel 0191 2404800 Fax 0191 2404801 E-mail: malcolm.stone@barnardos.org.uk



Young Parents

2	B2b (Bump to baby) + Young Parents project - Sunderland
Activity	<p>Integrated multi-agency service delivery to improve outcomes for young parents and their children. Timetable of activities available to young parents and young parents to be, include parenting skills, self esteem sessions and ante-natal facilitated by the B2b+ specialist Health Visitor and the father's worker. The sessions take place at The Place, Hendon Health Centre and an Ofsted nursery provision is available for the young parent's children. Transport is also provided as the project covers all of Sunderland and Washington areas. The Bridge Connect course takes place on Tuesday and Wednesdays run by the Bridging Out Team. Young mums of statutory school age, also attend full-time education at the Young Mums referral unit.</p> <p>The support for young parents available at the B2b+ Project is successful because it is a multi-agency approach with voluntary, education and children's services working together. Agencies involved regularly consult with the young parents about what support they want to see at the project. B2b+ are part of Services for Young People at John St and regularly work jointly with Leaving Care Service through the Ynot? Group; a joint group of care leavers and young parents, working on arts based educational projects aimed at young people not in education or training or in addition to other studies.</p>
Outcomes	Educational attainment gained for some of the young people. Increases young parents knowledge on a range of parental issues and increases their self-esteem and confidence to enable them to access B2b+ and other services in the future.
Lessons learnt	Support for young parents only works with a multi-agency approach and with regular consultation with the young people. It takes time and trust to enable young parents to engage and services need to be flexible to meet the different needs of each young parent. 'one size does not fit all'
Contact details for further information	Sarah Duncan - Young Parents Manager or Vicky Scott - Specialist Health Visitor at B2b+ tel: 0191 5532381.



B2b+ Timetable	Autumn/Winter term Starting September 2008	2008	Nursery Places Available
DAY	AM 10.00 – 12.00	LUNCH	PM 1.00 – 3.00
MONDAY	PARENTING SKILLS + DADS CONSTRUCTION/LANDSCAPING COURSE AT FARRINGDON		PHOENIX + DADS CONSTRUCTION/LANDSCAPING COURSE AT FARRINGDON
TUESDAY	BRIDGE CONNECT + DADS CONSTRUCTION/LANDSCAPING COURSE AT FARRINGDON		BRIDGE CONNECT + DADS CONSTRUCTION/LANDSCAPING COURSE AT FARRINGDON + Y-NOT? DROP-IN (4.00 – 6.00)
WEDNESDAY	BRIDGE CONNECT		BRIDGE CONNECT
THURSDAY	BABY MASSAGE + CLINIC		PARENTING SKILLS + Y-NOT? DROP-IN (4.00 – 6.00)
FRIDAY	Y-NOT? + DADS KICKSTART		Y-NOT? + DADS KICKSTART ANTENATAL/PARENTCRAFT

Young Parents

3	Engagement with Young Parents in the High Fell area - Gateshead
Activity	<p>I began my initial engagement with the Young @ Heart Group (Springwell Learning Centre) and work with Joan Wilson (Youth and Community Learning worker) in January 2008. The mums were aged 20 - 25 years and often brought their children along to the session, unless they were at Nursery. From Jan - March 2008 I would go along to the group on a fortnightly basis to get to know the mums with a hope of building a positive relationship with them. After a few weeks, Joan and myself consulted with the mums about the possibility of the Children's Centre providing an activity on a fortnightly basis. The consultation turned out to be a positive response and they agreed that they wanted to do an activity during there two hour session, because at that present time they felt they came along just to chat and cook the lunches for the group. From this, a timetable of fortnightly activities was produced from March - December 2008. The activities included first aid, fire safety in the home, children's fitness sessions, cooking, arts and crafts and a 4-week family-learning programme. Many of the Young Mums now access Children's Centre services on a regular basis, as I result of us providing an outreach service.</p> <p>From my work with Joan and the Young @ Heart group, I have now been asked to be part of a Teenage Parents pilot in the South of Gateshead along with Joan Wilson. Joan and myself will be supporting individual Young Parents aged 18 - 20 years for 12 months during their child's first year of life. Due to the positive work completed with the Young @ heart group, we also felt it would be beneficial for parents aged 18 - 20 years to go along to a peer support group on a weekly basis with their children. Therefore, our playgroup for Teenage Parents is due to beginning on 5th February 2009.</p>
Outcomes	<p>(1) Empowering parents to take an active part in their child's learning and development</p> <p>(2) Building positive relationships with the young parents, to give them the confidence to access other services</p> <p>(3) Provide activities that will enhance their life skills</p>
Lessons learnt	<p>(1) Always consult with parents about what activities they would like to do, otherwise they will become disengaged</p> <p>(2) Take time to get to know the parents before introducing new activities</p>
Contact details for further information	<p>Caroline White High Fell Children's Centre, c/o Fell Dyke Primary School, Springwell Road, Wrekenton, Gateshead NE9 7AA</p> <p>Tel no: (0191) 433 4109 email: carolinewhite@gateshead.gov.uk</p>

Disengaged/Vulnerable Young People

1	Youth Work Support and Learning, Barnardos, The BASE, Whitley Bay, North Tyneside
Activity	<p>At the BASE we follow a method of engaging with vulnerable young people, that combines intensive youth work support with learning and skills. Young people referred to E2E receive an assessment, that informs a plan which is supported and reviewed by a key work. Young people receive not only weekly planned key work, but have access to flexible support as and when they need it. All staff are known by their first name and young people are encouraged to feel that they are part of the service and not just a number or a client.</p> <p>Young people receive a timetable of learning that is informed by their own learning needs and preferences. We try to ensure that where possible young people have access to a balance of key skills (basic skills, ITC), and personal and social development (cooking, gardening, sport, citizenship). Sessions are delivered by tutors and youth workers. Groups are kept small. Young people therefore benefit from formal and informal learning opportunities.</p> <p>We have found that combining high levels of formal and informal support with learning is effective in raising aspirations of vulnerable young people. By working in partnership with other targeted youth support and universal services, youth workers can focus on social need and enable young people to identify and remove their barriers to learning. Tutors can concentrate on delivering programmes in which young people can build upon their skills and achieve tangible success, by producing portfolio's or gaining qualifications.</p> <p>We have also set up a system in which key workers and all staff receive feedback about young people's performance. This is acknowledged in key work and young people are helped to identify their small steps to success and set further goals. Regular review of goals helps young people see their achievements and to begin to think about where they want to go after the BASE. For those young people ready to think about their next step we have developed a progression programme. Young people are taken around other training providers, colleges or referred to our employment support worker.</p> <p>Tasters are set up so young people can experience other providers of learning or training and take small steps to moving on. Young people are supported throughout the transition and can change their mind if they feel that they have made the wrong decision. We work at the young person's pace of change and learning.</p> <p>Young people are supported to complete exit evaluations which informs the future work and enables us to improve our service to other young people.</p>
Outcomes	We have a % progression and retention rate
Lessons learnt	Vulnerable young people with social need, require a tailored made support programme to address the barriers to learning. Learning opportunities which create small steps to achievement and allows young people to learn at their own pace. A value base that encourages learning from mistakes and opportunities to try again.
Contact details for further information	The BASE 26 Esplanade Whitley Bay Ne 26 2AJ Tel: 0191 2532127

Disengaged/Vulnerable Young People

2	The Highfield Young Arrows Project - Gateshead
Activity	<p>The Young Arrows project is a new initiative established in 2007 after it was identified by workers from different agencies and services that a specialist project would be of value to young men in Gateshead. Highfield Community Association manages the project in partnership with Gateshead Youth & Community Learning, Education Welfare and Emotional Wellbeing and supports individuals and schools throughout the borough of Gateshead.</p> <p>The Young Arrows Project was developed to support young men to recognise and develop their emotional intelligence and well-being.</p> <p>For a number of years many young women have been supported through the excellent work of the Gateshead Young Women's Outreach Project through the delivery of the Pebbles and Stepping Stones programme. There has been a growing recognition that some young men need the same level of support due to their lack of self-esteem and confidence.</p> <p>Research has shown that young people who suffer from low self esteem carry this on into adult life and through the Young Arrows programme we offer empowering learning opportunities where skills can be developed to enable young men to value themselves and make confident decisions about their lives.</p> <p>Through a referral process young men from year groups 8 and 9 participate in a 12-week course, specifically designed to tackle issues, which directly affect them i.e. bullying, self-harm, sexuality etc. As an alternative education project young men access the project for 1 full day per week with the proviso that they attend the other 4 days at school. Once they are resettled in school the young men develop a peer support group for other young people to access.</p> <p>In order to develop the next phase of Young Arrows we are targeting year 11 pupils as well as the year 8/9 group. Much of the year 11 programme will be designed by the young people involved although it will still contain the integral elements such as the following:</p> <ul style="list-style-type: none"> Breakthrough self esteem programme Asdan short course and youth achievement awards Independent living skills Literacy and Numeracy <p>(Other courses include First Aid etc.)</p>
Outcomes	<p>In the short space of time that the project has been in existence the young men have had many personal and group success stories. For example they received media coverage for their stand against bullying and were successful in raising funds for computer equipment through the Youth Opportunities Fund.</p> <p>In addition to the main programme we also deliver Asdan qualifications and support their literacy and numeracy needs as well as supporting with other courses they identify.</p>
Lessons learnt	<p>Like many programmes the young men who access the programme would benefit greatly from long term contact. Once the young men are back in school full time there has to be continued support. This can take the form of telephone, email or school/home visits. Young men who finish the programme are invited to join all holiday programmes.</p>
Contact details for further information	<p>Craig Turnbull - Youth & Community Learning (Gateshead) Highfield Community Centre 01207 549 759</p>

Disengaged/Vulnerable Young People

3	Just 4 Youth - Middlesbrough
Activity	<p>Born out of West Middlesbrough Neighbourhood Trust's "New Deal for Communities" regeneration programme, 'Just 4 Youth' is a social enterprise company that through its work with local young people has created a youth-led model inspiring others to take charge and make positive changes to their communities</p> <p>All our services are delivered by young people employed by Just 4 Youth. We enable and support young people to lead on the planning and design of services, ultimately developing them in a leadership role. Just 4 Youth is built on a culture of youth engagement and participation designed to help young people, the community, statutory and voluntary partners to work better together.</p> <p>We recognise that barriers exist in many areas of the community and work to break down these barriers, promoting a positive image, and improving the long-term safety and security for young people through social inclusion rather than exclusion. We believe that many organisations attempt to address these issues but fail to learn what works and what doesn't from a young person's point of view.</p> <p>Just 4 Youth's team of young people is involved in the planning, design, delivery and evaluation of our services across a portfolio ranging from peer education projects in schools, youth proofing projects, youth employment and youth advisory panels. We have achieved advanced practice in 4 of the 'Hear by Right' standards for work involving young people and have recently been awarded the National Council for Voluntary Youth Services (NCVYS) Young Partners Award 2008 for the North. The Awards celebrate organisations that have shown an outstanding commitment to youth participation and involving young people as equal partners in all aspects of their decision making.</p> <p>An example of working with disadvantaged and vulnerable young people is the:</p> <ul style="list-style-type: none"> • Youth Employment Scheme - (Y.E.S. Project) <p>This scheme has worked with young people aged 16 to 19 to help them access the world of work, training and learning. The innovative new scheme started in November 2007, aiming to help at least 150 young people in Middlesbrough who either are, or at risk of becoming NEET</p> <p>A team of Young Employment Advisors has been recruited and trained to develop and deliver an effective service for engagement with young people. What makes this scheme unique is that the Young Employment Advisors are young people themselves. The role of a Youth Employment Advisor is to engage, signpost and support young people (16 – 18 years old), onto the relevant programmes that prepare them for employment, providing appropriate information, advice and guidance.</p> <p>The Youth Employment Advisors are recruited from a diverse range of backgrounds and include those young people who had previously been defined as 'Hard to Reach'. Once recruited the Advisors undergo a personal development training programme, including work with training and employment agencies, to equip them with the relevant skills and knowledge to carry out their role.</p>
Outcomes	<ul style="list-style-type: none"> • Youth Employment Scheme - (Y.E.S. Project) <p>Since November 2007 - 264 young people have been engaged and signposted to relevant training courses:</p> <ul style="list-style-type: none"> • 105 Young People have successfully completed training programmes

	<ul style="list-style-type: none"> • 69 Young people have gained basic qualifications • 77 Young people have been involved in activities making a positive contribution in their communities • 59 Young people have taken part in and benefitted from Job Club sessions run by the Youth Employment Advisors <p>The project has engaged some of the most challenging young people and provided various activities to help raise self confidence and esteem and thus help to raise aspirations.</p>
Lessons learnt	Young people are best placed to provide the solutions; the young people who have inspired Just 4 Youth, are leading examples of what can be achieved when they are given the opportunity, and support to lead on making positive changes to their own lives and the lives of others.
Contact details for further information	Contact Kevin Franks, Operations Director on 01642 230555 or visit our website at www.juist4youth.com



Just 4 Youth

Disengaged/Vulnerable Young People

4	FIREworks & Fired-Up! Skills Education Programmes - Northumberland
Activity	<p>The FIREworks & Fired-Up! Northumberland Fire & Rescue Service, aimed at engaging with and improving the educational achievement, social and community engagement, delivers programme and ultimately the future employment potential of young people aged 15-25. The Programme is delivered in 3 models:</p> <p>FIREworks BTEC Award Programme is delivered from Fire Stations in all areas of Northumberland, and is aimed at Y10 and 11 of High Schools, and is an 8-day programme delivered 2 days a week over 4 weeks, providing students with the opportunity to achieve a Level 2 BTEC Award.</p> <p>Fired-Up! BTEC Award Programme is aimed at 16 - 25 year olds who are not in employment education or training, and is an 8-day programme delivered 4 days per week over 2 weeks, providing students with the opportunity to achieve a Level 2 BTEC Award.</p> <p>Fired-Up! BTEC Certificate Programme is aimed at 16 - 25 year olds who are not in employment education or training, and is a 30-day programme delivered 3 days per week over 10 weeks, providing students with the opportunity to achieve a Level 2 BTEC Certificate.</p> <p>The Programmes are specifically aimed at:</p> <ul style="list-style-type: none"> • Students who are disengaged from mainstream education • Students with criminal records • Single parents • Students from Care • Students with substance abuse issues • Students who are socially isolated • Educational low achievers <p>Using the traditional Fire & Rescue Service skills associated with fighting fires and rescuing casualties from fires and other situations, we have found it relatively easy to engage with the majority of young people whom we have targeted. Whilst on the Programmes students work towards achieving nationally recognised BTEC qualifications, whilst at the same time gaining generic life and employment skills such as:</p> <ul style="list-style-type: none"> • Teamwork • Communications • Leadership • Health & Safety • Practical skills, such as using ladders and machinery • Problem Solving • Discipline • Community and Social Awareness <p>The Programmes are delivered in partnership with a total of 13 partners, all engaged via Service Level Agreements, to ensure that the students receive a wide range of input during the experience, including the opportunity to carry out a volunteering project, learn about job searching skills, first aid, healthy cooking and healthy living, community awareness, crime awareness, road safety, and further support that is available for them post programme.</p> <p>Each programme culminates in a graduation ceremony to which school staff, family and friends are invited; and where students have the opportunity to demonstrate some of the skills they have developed during the programme, before being</p>

	presented with their certificates by a senior Fire & Rescue Service Officer. These are very successful occasions, where for many students it is the first time they have had a positive outcome in their educational career and the first time their families have been able to see them recognised in a positive manner. This event is used to very good effect to raise the aspirations of the students, but also of the wider family.
Outcomes	Over a 2 year period to 31 st December 2008 a total of 160 students have enrolled on the Programmes Average attendance rate on Programmes is 85.66% 116 students have achieved BTEC qualifications 83.3% of students are known to have had a positive outcome in terms of their school attendance and engagement, employment, further education or training post programme
Lessons learnt	We have learnt about the value of partnership working through developing and delivering this programme. Whilst the Fire & Rescue Service are able to engage readily with large numbers of young people, it has been recognised that other agencies have important roles to play in the development of students towards becoming responsible adults. The combination of partner agencies delivering their messages on the programme, whilst Fire & Rescue deliver the "fun" sessions has proved to be very successful. The programme would undoubtedly not be as successful without the input and support of the partner agencies.
Contact details for further information	Rob Clow Head of Community Safety Academy Northumberland Fire & Rescue Service Loansdean Morpeth NE61 2ED 01670 534784 07787808686 rclow@northumberland.gov.uk



Disengaged/ Vulnerable Young People

5	Introduction to Youth Work Course - Young People Leaving Care. Durham
Activity	<p>Through purposeful partnership work with a network of care leaving organisations, a need was identified by Young People to engage in some Youth Work Training.</p> <p>Young People were then invited to an open evening to find out more about the options available. This was attended by 25 different Young People, who were either in care or being supported by a care leaving organisation.</p> <p>From this event 3 Young People met separately to explore funding options that would ensure that the course could run with the full level of support provided to support all the Young People. i.e. crèche, travel expenses, skills for life support tutors and refreshments.</p> <p>Funding was secured from the Youth Opportunity Fund and the course commenced with 18 candidates in June 2008.</p> <p>As part of the planning the group felt that a residential element would really add value to the experiences and learning.</p> <p>The Skills for Life Tutor support also made a real difference to a number of the Young People, who experienced difficulties with the written work.</p> <p>Clearly with the Young People we were working with there was never a dull moment and occasional issues that they were dealing with in their personal life impacted on their contribution to the course. However, a supportive atmosphere was created throughout.</p>
Outcomes	<p>16 of the original 18 completed their files. 2 candidates have commenced NVQ Level 2. Motivation & Commitment was maintained for the full duration of the course.</p>
Lessons learnt	<p>All good things come to those who wait! - Essential to work at the agreed pace of the group. Ownership - Clearly negotiated group agreement - Don't be afraid to use it! High staffing ratio - This helps to deal with some of the personal issues that the group bring to the session. The residential - Essential element!</p>
Contact details for further information	<p>Jon Niblo Senior Worker (Opportunities & Inclusion) Youth Service Durham County Council 0191 3891254 jon.niblo@durham.gov.uk</p>



Making a difference where you live



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Disengaged/Vulnerable Young People

6	Work with Young Men in Foster Care - Local Lads Crew. Durham
Activity	<p>Looked After Children were clearly one of the priority target groups for the Youth Opportunity Fund. Therefore, as fund co-ordinator I was keen to develop some effective partnership work with the agencies and services that were currently providing support.</p> <p>This initial link came via one of the Looked After nurses, who was keen to see work with young men, develop alongside a similar model to a successful girls group that she had been developing for 2 years.</p> <p>Jane identified a male social worker that was keen to work alongside me to develop the group work.</p> <p>Social workers from the Looked After Team referred in the names of Young Men that they felt would benefit from a Young men's group work project.</p> <p>The numbers started low with 6 Young Men accessing the group on a fortnightly basis. However, we are now up to 11 as we move venues from Coxhoe Youth Room to Brandon Carrside Youth Centre.</p> <p>The project is very much a Youth Work approach and uses a group work approach to meet the needs and aspirations of the Young Men.</p> <p>Once the group was established they took responsibility for funding their own pieces of work. They received £4,000 from the Youth Opportunity Fund.</p> <p>Projects and activities have included:</p> <ul style="list-style-type: none"> Looked After Football Tournament Summer Activity Programme Healthy Eating Workshop Sexual Health Workshop Graffiti Art Sessions
Outcomes	<p>Youth Work Outcomes - 4 Recorded Outcomes</p> <p>All Young men Working towards a bronze YAA</p> <p>Increased confidence & self-esteem</p> <p>Improved communication skills</p>
Lessons learnt	<p>Patience - Good partnership work takes time to develop</p> <p>Be brave - Work with challenging Young men is not easy but the rewards and outcome will follow.</p> <p>Don't Rush things - A long sustained 'activity; period is important to build relationships.</p>
Contact details for further information	<p>Jon Niblo Senior Worker (Opportunities & Inclusion) Youth Service Durham County Council 0191 3891254 jon.niblo@durham.gov.uk</p>



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Disengaged/Vulnerable Young People

7

Life Routed North East

Activity

Life Routes briefing paper.

Life Routes is an innovative life-skills programme, specifically developed to raise levels of young people's self-confidence and awareness of their own potential through project and team-based learning. It empowers young people to take responsibility for their own development.

The aims of Life Routes:

Life Routes provides young people aged 11 to 19 in alternative education and community settings with the opportunity to develop the skills necessary for emotional health and well being. It aims to provide young people with the opportunity to develop life skills, in particular, decision-making, problem solving, communication, teamwork and responsibility. This enables them to understand their potential roles and impact in the wider community by:

Making a positive contribution through:

- engaging in decision-making in order to support the community and/or environment
- engaging in positive behaviour, for example, volunteering
- developing positive relationships, for example, peer mentoring
- developing enterprising behaviour, for example, fundraising.
- Re-engaging in education through improved:
- attendance
- behaviour
- own learning

Life Routes Award

To embed learning within a framework, young people's involvement in Life Routes is recorded, reviewed and accredited against the QCA Wider Key Skills:

- improving own learning and performance
- working with others
- problem-solving

Young people receive an accredited Life Routes Award through ASDAN once they demonstrate, through the evidence they gather from their project all three Wider Key skills

Life Routes is currently delivered through regional networks in the North West, North East, Yorkshire and Humber, London and the South East and pilot sites in Scotland and Wales. Regional Coordinators support practitioners in alternative education and community settings to deliver creative life-skills projects and accreditation programmes for young people.

In the North East Life Routes is co-ordinated through Gateshead Council's Young People's Services, who serve as a hub for its development. Since July 2007 over 70 projects throughout Tyne and Wear have developed Life Routes projects with more than 700 young people benefiting, 400 of whom have gained the ASDAN Life Routes Award.

Independent evaluation

An independent evaluation explored and assessed the impact of the pilot programme. The results show a strong association between young people's participation on the programme and an improvement in young people's life skills and more than 80 per cent of young people reported improvement in life skills as a result of their participation in the projects (see Appendix 4 Life Routes Programme Handbook: What young people learn from Life Routes).

Nokia

Life Routes is funded by Nokia and managed by the National Children's Bureau (NCB). It is part of an international partnership of more than 30 countries working to improve young people's life skills.

	<p>The Life Routes Programme Handbook provides a framework for practitioners to develop effective and creative life-skills programmes for young people in alternative education and community settings. It provides information about Life Routes and includes case studies and examples of good practice.</p>
Outcomes	<p>Young people develop skills in problem solving, learning skills and working together, they complete project based work which enables them to work together and make relevant decisions. It enables them to raise their self esteem in order to become more active in making decisions relating to their future, in 60% of cases in the NE they gain ASDAN accreditation, practitioners share methods and develop their skills.</p> <p>Research carried out by National Children's Bureau shows that 96% of young people involved in life routes between July 08 and Dec 08 felt they had improved in 3 or more life skills</p> <p>between 75% and 83% wanted to do better at school or get a better job, 79% felt they made or wanted to make a positive contribution at school or in their community.</p>
Lessons learnt	<p>The most important lesson is to work closely with current practitioners and validate their successful methods, ensure the young people understand and value their achievements, encourage the young people to be creative, set the challenges for the young people within their achievement levels but don't underestimate what they are capable of, remember that the programme is there for the young people and always develop it with that in mind.</p>
Contact details for further information	<p>Gaynor Clarke Regional Coordinator Life Routes NE 0191 5360040 gaynor_clarke@hotmail .com Sophie Wood Life Routes Programme Manager National Children's Bureau swood@ncb.org.uk</p>

Disengaged/Vulnerable Young People

8	NEETS PROJECT - NEWTON AYCLIFFE, DURHAM
Activity	<p>This was joint work with the Youth Service and Connexions Service to target young people who were NEET in Newton Aycliffe.</p> <p>The project was based in Newton Aycliffe Youth Centre.</p> <p>The connexions workers contacted the young people who were on the targeted list. Approximately 30 young people were targeted. 8 young people engaged actively in the project. Connexions workers already knew the young people being approached however the youth workers had to build relationships with them during the life of the project.</p> <p>The young people approached were not engaged in employment, education or training and were all from the Newton Aycliffe Area. Incentives to ensure these young people remained engaged throughout the project included them being involved in planning the session's activities (e.g. cooking, pool, films, team building games) and what organisations they wanted to attend sessions (e.g. college, training providers, etc). Also if they completed the project they would each receive an ID shuffle.</p> <p>As a result of activities identified with the young people, and due to the short-term lifespan of the project (funding available) the youth workers organised access to training providers, educational opportunities, a team building residential as well as outdoor activities.</p> <p>Youth workers worked with young people to identify where the residential would take place and what outdoor activities they would do.</p> <p>The young people gradually became more motivated as the programme developed. When the programme ended young people would have liked to continue with more activities. They did however stay sufficiently motivated to move on quickly to education and training.</p> <p>All sessions and activities were evaluated on an ongoing basis to inform the sessions delivered.</p>
Outcomes	<p>All but one young person moved on to employment/education. 1 young person stopped using drugs 2 young people went to college 2 young people secured employment 3 engaged in training schemes</p>
Lessons learnt	<p>That should funding be available to carry out this project again - it did work</p>
Contact details for further information	<p>Wayne Gibson/Ellen Guest 01388 721853 or 07920815965</p>

Disengaged / vulnerable young people

9	<p>Long term NEET 16/17 year olds TEEM Project, Connexions Northumberland April 2007 – March 2009</p>												
Activity	<p>This is a two year project which has been funded by NSP Local Area Agreement funding to help long term NEET in Northumberland. The project works with 16 and 17 year olds who have been unemployed for over 3 months.</p> <p>Mentors are assigned to young people and work to try and engage them and offer support over a 6 month period to help them engage in Employment, Education or Training. Young people have benefited from building a relationship with Mentor and are able to take small steps towards successful outcomes. Incentives are offered to encourage young people to take 'development' steps i.e. training days, visits to College, work experience etc. Many young people have benefited from attending one day training courses, young people who have no qualifications feel a real sense of achievement. We offer small steps so less chance of failure. E2E programmes and one year college courses can be too much for young people who have problems with attendance and commitment.</p> <p>The long term mentoring offers young people regular support, encouragement, advice and guidance.</p> <p>We have attempted to engage on the project 205 young people to date, 156 of those approached accepted help and completed Action Plans. To date we have had 98 positive outcomes, young people moving on to Education, Employment or Training. We have also had 9 young people move onto Personal Development Opportunities. 64 of the young people referred had been NEET for over 6 months.</p> <p>A fortnightly Newsletter was also sent out to young people on the project or those we were trying to engage to let them know about local job opportunities and also upcoming training events.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 5%; text-align: center;">:</td> <td style="width: 65%;"> <ul style="list-style-type: none"> ▪ Community interviews ▪ Personal mentoring </td> </tr> <tr> <td>Engagement</td> <td></td> <td> <ul style="list-style-type: none"> ▪ Assessment and Action Planning ▪ Targeting long term NEET </td> </tr> <tr> <td>Develop</td> <td style="text-align: center;">:</td> <td> <ul style="list-style-type: none"> ▪ Offer short term training. 1 day courses which offer client chance to achieve. ▪ Weekly or sometimes daily contact (mentoring) ▪ Positive encouragement ▪ Newsletters fortnightly ▪ Literacy groups ▪ Sports tasters ▪ Individual solutions </td> </tr> <tr> <td>Support</td> <td style="text-align: center;">:</td> <td> <ul style="list-style-type: none"> ▪ Continued support when in EET </td> </tr> </table>		:	<ul style="list-style-type: none"> ▪ Community interviews ▪ Personal mentoring 	Engagement		<ul style="list-style-type: none"> ▪ Assessment and Action Planning ▪ Targeting long term NEET 	Develop	:	<ul style="list-style-type: none"> ▪ Offer short term training. 1 day courses which offer client chance to achieve. ▪ Weekly or sometimes daily contact (mentoring) ▪ Positive encouragement ▪ Newsletters fortnightly ▪ Literacy groups ▪ Sports tasters ▪ Individual solutions 	Support	:	<ul style="list-style-type: none"> ▪ Continued support when in EET
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Support	:	<ul style="list-style-type: none"> ▪ Continued support when in EET 											
Outcomes	98 positive outcomes from 208 referrals												

Lessons learned	Mentoring makes a difference – long term one to one help to young people with complex needs makes a difference.
Contact details for further information	Jo Robson, Connexions Northumberland Tel: 01670 798180

