Evaluation of Getting Ahead: the Symud Ymlaen/Moving Forward project – Interim Report

A report to the Big Lottery Fund submitted by ICF Consulting Ltd in association with Arad Research

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Introduction

The economic cost of youth unemployment can be significant. Episodes of prolonged unemployment between the ages of 16 and 24 can lead to both long-term difficulties in obtaining work, and issues of underemployment, which can lead to a permanent loss of productivity. In particular, young people who have offended and looked after children are at greatly increased risk of a range of poor employment outcomes, many of which are interdependent. Research has shown that the educational attainment of looked after children, and young people who have offended, is significantly below that of other young people; they also present a complex range of backgrounds - they are more likely to have been abused or neglected, and their experiences are also likely to have included one or more of the following: domestic violence; substance misusing parent(s); poverty; homelessness; the loss of a parent, or inadequate parenting.

Designed and implemented against a backdrop of recession, and concerns about the longer term impacts of youth unemployment, the *Symud Ymlaen/Moving Forward (SY/MF) project (part of the 'Getting Ahead' programme) is one initiative forming part of a wider set of Welsh Government initiatives to address youth unemployment.* Funded by dormant bank and building society accounts, the £3.4m SY/MF project has been *developed to target young care leavers and young people who have offended in Wales to enhance their chances of finding employment and accessing further learning or training.* The project has been designed to reflect learning from other similar projects and take account of the complex range of needs often presented by young people who have offended and/or are in care – and who are rarely 'job ready'. It is to offer intensive, tailored support in the form of: *pre-employability and basic skills training; a six month paid work placement for a minimum of 25 hours per week; and, mentor support. SY/MF is delivered through a consortium partnership led by homeless charity Llamau.*

The aim of this research was to assess the extent to which the SY/MF project has:

■ Improved the chances of young people who have offended and looked after young people aged 16 to 18 to progress into sustainable employment or further learning by increasing their employability skills;

■ Delivered a third sector-led initiative offering paid work placement opportunities across the public, private and third sectors (set at national minimum wage as appropriate to their age) to young people aged 16 to 18;

■ Ensured that all participants have undertaken an Essential Skills Assessment as part of a learner's initial assessment and achieve an Essential Skills qualification;

■ Developed an effective referral process working with the Welsh Government, Local Authority Looked after Care teams (LACTs) and Youth Offending Teams (YOTs); and,

■ Provided personal support to young people appropriate to their needs to maximise the benefits of the work placement where this is required before, during and after the 6 month work placement.

This report presents the findings of an interim assessment of SY/MF during its first full year of operation, October 2013 to the end of September 2014. The interim evaluation largely focuses on understanding the processes put in place to deliver the project and whether services have been implemented as expected; it also begins to capture outcome information. A full evaluation will build on these findings and include an assessment of impact over the full project (please see Section 1 for full details of the evaluation approach and method).

Summary of main findings

■ *SY/MF is a much-needed intervention, filling a gap in provision for young people leaving care and those known to youth justice services.* There is a strong sense that the project is meeting a definite need for the two target groups and that the tailored pre-employability approach, combined with the prospect of a paid work placement, is a real draw for young people characterised by limited options.

■ *There has been an extremely high number of referrals to date. This has meant the project has largely exceeded referral targets in the first year of delivery.* Evidence collected for this report has highlighted this has been driven by two key factors: *high demand for support across the SY/MF target group*; and

a number of *inappropriate referrals*, for example, young people assessed as high risk and further from the labour market than the 6-8 week pre-employability support through the project could address in terms of preparation for a work placement. To a large extent this reflected *the SY/MF project offering the only available targeted support to the particular cohort of young people in many areas.*

- *Young people referred on to SY/MF have additional support needs (ASN) and significant risk factors.* Virtually all young people referred have an ASN - especially low levels of work experience, basic skills and qualifications; more than four out of five have a risk factor, with a history of violence and aggression and/or alcohol or substance misuse a factor in half of those referred on to SY/MF; one third have two or more risk factors, and a quarter have four or more.

- *Initial and sustained engagement with the defined target groups remains a key challenge for delivery.* Turbulent home lives, length of time and stability of care (such as foster care), types and severity of previous offending behaviour, are just some of the factors highlighted as affecting engagement and sustained involvement.

- *The flexibility of the SY/MF delivery model – allowing participants to be put on-hold and re-engage later - is a key strength of the project.* Those who do exit or are put on hold have still received a large amount of support.

- *Despite efforts to ensure that those who are most appropriate are referred on to SY/MF, the drop-out rate still remains high.* Whilst there is tentative evidence to suggest those who start the SY/MF project are less likely to disengage, the levels of drop-out between referral and project start have not declined very much during the first year.

- *Delivery is underpinned by strong referral mechanisms in the majority of areas.* These largely reflect pre-existing well-established working relationships between referral organisations and delivery partners, and effective links between key individuals within them. In two areas referral routes were not as well established, reflecting changes to the local delivery context and a reliance on a single point for referrals. In all other areas a good range of referrers to SY/MF exist; principal referrers in most cases are YOS and LACT but include agencies such as: Careers Wales, local projects and youth services, as well as the SY/MF partner delivery organisations themselves.

- *Recruitment and engagement has been affected by the promotion of the project locally.* Within referral organisations, information and communication has been slow to cascade from strategic to operational staff, resulting in a lack of initial project understanding across referrers at a local level. This had resulted in the project in some areas being mistakenly promoted by referral partners to young people as offering an immediate work placement. Where this has arisen, Llamau has undertaken concerted efforts to address this problem; however, this had (by default) affected young people's understanding of the SY/MF project leading to: unrealistic participant expectations of what would be offered to them; and, frustration among participants in need of basic skills and pre-employability training before being equipped to deal with a 6 month work placement.

- *The number of referrals on to SY/MF has declined reflecting efforts by Llamau to promote the project more appropriately.* Despite this the drop-out rate from referral to start has not declined very much. However, tentative evidence suggests that the drop-out rate of those who start the project is declining.

- *Involving participants actively as part of initial and skills assessments, particularly Essential Skills checks is a key strength of the SY/MF delivery model.* This is both in terms of supporting engagement and dialogue with young people and managing expectations and responsibilities from the outset, and for cross-checking participant's initial perceptions of their own abilities, and grounding them in terms of workplace skill and other expectations.

- *All partners involved in the delivery of SY/MF activities recognised the importance of getting participants onto the right 'route' from the outset.* This has worked particularly well in areas characterised by strong operational relationships (at referral, initial assessment, and induction stages) underpinned by regular communication (formal and informal).

- *In a few areas ongoing differences in partner's understanding of definitions when working with target groups has continued to impact on delivery.* In particular definitions of 'work readiness' applied to young people.

- *Those who start on the SY/MF project receive high levels of support.* Even those on hold or who have exited early have, on average, received more than 20 weeks of support.

- *The Agored Cymru/Essential Skills Wales qualifications for the training are considered to work well.* This is based on the qualifications having national recognition allowing participants to 'bank' learning;

the qualifications also consisting of short modules, making them highly adaptable to individual needs of participants.

- *High proportions of SY/MF participants have gained a qualification*, including one in five of those who start but then are put on hold or exit early.

- *The tutor approach of intensive one to one support, as well as adapting pre-employment provision to reflect participant interests, for example basic skills delivery tailored to a vocational area, has been important for participant retention and engagement*. Some questions were raised about the format of current pre-employability skills delivery. Specifically whether the current timetable of one day per week was enough to have an impact on some participants, particularly if a participant misses a session.

- *There are differences in the value placed on the pre-employability training and work placement elements* of the SY/MF delivery model. *Referral agencies are more likely to emphasise the value of work placements first and foremost.*

- *The work placement is considered, universally, as the key element in the delivery model.* This is both in terms of the 'hook' for engagement in the first place but also in terms of supporting the employability of participants who have to compete with other young people for work opportunities.

- The *main strengths of work placements are that they are tailored to participant's interests and aspirations*. Where preferred occupation and occupation of the work placement can be identified, there is an exact match in 60% of cases. Areas where work placements were working well were generally characterised by existing strong relationships with local employers willing to offer work placements.

- *Wait times for work placements were considered too long in half of the case study areas.* Referrers viewed that work placements are a crucial element in the project delivery model and that some young people assessed as work ready had been attending pre-employment support for a longer period than planned.

- *A number of challenges in securing work placements for participants were identified: managing employer concerns and motivations* i.e. around the cohort of young people looking to place (and any identified risks) and mediating views that work placements are a source of 'free labour'; *employer recruitment practices/policy* i.e. administration costs, HR policy and organisational status e.g. charity; *participant barriers* i.e. travel costs, and other costs associated with placements (e.g. construction card, boots, clothing), and *managing employer concerns with participant aspirations*.

- *Despite these challenges more than half of active and completed participants had participated in a work placement which is a significant achievement. The change to the project holding the young person's contract of employment instead of the employer has removed a significant barrier to employer engagement.*

- Staffing issues and referral volumes have impacted on the capacity of the project to recruit and train volunteer mentors as planned. *The number of mentors matched to participants remains significantly below the profiled target*.

- There are *mixed views about the value of mentor support as part of the delivery model* - the slow implementation of the mentoring aspect in the first year of delivery has meant the effectiveness of this support remains untested.

- *Mentors are provided with rigorous, nationally accredited training*, which focuses on developing the knowledge and understanding of volunteers as well as more generic mentoring skills. This provides progression opportunities for volunteers through the SY/MF project. However there are *questions about the appropriateness of targeting Higher Education volunteers* for the mentor roles on the basis of their availability, maturity and suitability.

- *There is good evidence that partnership working under the project is supporting delivery effectively across Wales – reflecting local contexts whilst developing a national pan-Wales partnership.* Both the established reputations, and knowledge and expertise, of consortium partners have been important for supporting successful delivery. Partnership has been a key feature of SY/MF local delivery models. These have highlighted the importance of playing to local organisational strengths and expertise and the value of existing partnerships both for getting delivery off the ground quickly and sustaining work locally. All partners have demonstrated their commitment to partnership working offering flexibility within their designated roles in order to safeguard the continued success of the SY/MF project.

Recommendations

Improvements to project delivery continue to be made by the project management team as a result of continual consultation and feedback. To date this has been reflected in the streamlining of initial project administration and changes to the way participants are paid as part of work placements in response to practical employer challenges identified. Other areas for improvement based on the interim findings include:

- **Continued forward planning and awareness raising in some areas to engage a wider bank of referrers**.

- **Ensure that awareness-raising activity also reinforces understanding of the project**. Evidence from the research has identified that a high number of young people referred to the project have been assessed as high risk and at further distance from the labour market. It is unlikely that the 6-8 week pre-employability support available through the project can address this.

- **Monitor the amount of pre-employability support young people are assessed as needing.** For example, monitor the 'work readiness' profile of young people and provide further opportunity to identify the scale and level of local need; through profiling drop-out from the project; and monitor implications for meeting completion and other outcome targets.

- **Continued careful management of referrer (and by default participant) expectations to ensure the importance of pre-employment provision prior to work placements is recognised**. For example, continued use of the Participant Information Pack to improve understanding of the requirements of the project locally; and explore the potential use of examples of good practice to highlight the importance of project pre-employability support.

- **Look at ways of improving understanding and securing agreement of what 'work ready' means in practice between referrers and SY/MF delivery partners**. In some areas differences in partner's understanding of definitions when working with target groups has continued to impact on delivery. Consideration should be given to, for example, adapting the Work Ready Checklist to reflect the progress of participants with additional learning needs, and using highly engaged referrers to act as champions to support peer learning and engagement.

- **Continue to improve the availability of work placements under the project.** Whilst there has been considerable success, some weaknesses have been identified. The work placement element of the delivery model is important for maintaining and increasing the credibility of the project with referral organisations and participants.

- **Consider the target profile of volunteers for mentor roles**. A review of the profile of volunteers recruited for the SY/MF mentor roles should be undertaken and the quality of these assessed in the context of their suitability and credibility – particularly in terms of life and work experience they can bring to the role, for example retirees and those made redundant compared with HE students.

1 Introduction

1.1 Introduction

Employment fell in Wales by 0.1 per cent between 2009 and 2012 (and was accompanied by rising unemployment). Young people have been disproportionately exposed to the recession in Wales compared to other parts of the UK. Young people in Wales have also been disproportionately exposed to the recession in comparison to other age groups, with almost one quarter of young people aged 16 to 24 unemployed in 2012[1].

The economic cost of youth unemployment can be significant. Episodes of prolonged unemployment between the ages of 16 and 24 can lead to both long-term difficulties in obtaining work and issues of underemployment. This, in turn, impacts on productivity[2]. Young people exposed to unemployment during recessionary periods are less likely to reach earnings levels concomitant with their educational attainment. This is due to difficulties in obtaining the entry level experience needed to progress to higher occupational levels[3]. Research has also shown there are also wider social costs associated with youth unemployment. An episode of unemployment experienced before the age of 23 lowers an individual's level of life satisfaction. This impact has been shown to last for over 20 years and is greater than periods of unemployment later in life[4].

The two target groups for Getting Ahead - young people who have offended and looked after children - are at greatly increased risk of factors related to poor employment outcomes, many of which are interdependent. Compared to other young people the educational attainment of looked after children, and young people who have offended, is significantly below that of other young people. They are also more likely to have a statement of special educational needs (SEN), to have been excluded from school, and to leave school with no qualifications[5]. Young people who have offended and young people in care also present a complex range of backgrounds. They are more likely to have been abused or neglected, and their experiences are also likely to have included one or more of the following: domestic violence; substance misusing parent(s); poverty; homelessness; the loss of a parent, or inadequate parenting[6]. Studies have also found that increases in youth unemployment are significantly positively correlated with increases in burglary, theft, fraud, forgery and total crime rates[7].

The importance of learning and employment for reducing youth offending/re-offending is recognised in the Welsh Government's *All Wales Youth Offending Strategy*[8] and the Youth

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[1] Annual Population Survey, Unemployment rate – aged 16 to 24, from Nomis, September 2013

[2] Lindsey Macmillan, "The cost of youth unemployment," in The ACEVO Commission on Youth Unemployment, *Youth Unemployment: The crisis we cannot afford* (London: ACEVO, 2012): 82.

[3] The Prince's Trust with the Centre for Economic Performance, *The Cost of Exclusion: Counting the cost of youth disadvantage in the UK* (The Prince's Trust, 2007): 15 and 17.

[4] David N. F. Bell and David G. Blanchflower, *Youth Unemployment: Déjà Vu?* (Bonn: IZA Discussion Paper No. 4704, 2010)

[5] Beecham, J and Sinclair, I (2007) Costs and Outcomes in Children's Social Care: Messages from Research, DfES, and Murray, R. (2012) *Children and Young People in Custody 2011/12: An analysis of the experiences of 15-18-year-olds in prison.* London: HM Inspectorate of Prisons/Youth Justice Board.

[6] Social Services Improvement Agency, What Works in Promoting Good Outcomes for Looked After Children and Young People?, available at: www.ssiacymru.org.uk [accessed November 2014], and Jacobson, J., Bhardwa, B., Gyateng, T., Hunter, G., & Hough, M. (2010) *Punishing Disadvantage: a profile of children in custody.* London: Prison Reform Trust.

[7] F. Carmichael and R. Ward, "Youth unemployment and crime in the English regions and Wales", *Applied Economics*, 5 (2000): 559 – 571.

[8] Youth Justice Board (2009) *All Wales Youth Offending Strategy: Delivery Plan 2009-2011.* Available at: http://www.justice.gov.uk/downloads/youth-justice/monitoring-performance/yot-management-board-guidance-consultation/All-Wales-youth-offending-strategy-delivery-plan092011.pdf

Justice Board and Welsh Government joint strategy[9]. There are also targets to increase the proportion of care leavers in education, employment or training at 19 by 54% by 2017[10]. The importance of learning and employment opportunities for young people is also reflected more broadly in Welsh Government policy and strategic frameworks such as: the *Youth Engagement and Progression Action Plan (2011-15)*; the *Child Poverty Strategy (2011)*; the *National Literacy and Numeracy Framework (2012)*; and the *Policy Statement on Skills (2014)*. Moreover, recent research also highlights that Welsh employers, who had received applications from a young person in the last two to three years, had not recruited them; employers referred to their lack of skills (61%) or a lack of experience (61%)[11].

It is evidence such as this that supports public intervention in enhanced employment support for young people, and particularly young people in care and/or with offending histories. They need additional support to acquire the skills and experience needed to compete effectively in labour market and avoid the economic and wider social costs outlined above. All of which is underpinned by the Welsh Government's implementation of the UN Convention on the Rights of the Child in Wales and its requirement for consideration of the rights of young people.

1.2 Getting Ahead: the Symud Ymlaen/Moving Forward project

The **Symud Ymlaen/Moving Forward** (SY/MF) **project (part of the 'Getting Ahead' programme**[12]) has been designed and implemented against a backdrop of the recession, and concerns about the longer term impacts of youth unemployment. It is one initiative forming part of a wider set of Welsh Government initiatives to address youth unemployment including: Jobs Growth Wales[13]; and the PASSPORT programme[14]. In addition, there are a number of programmes funded under the 2007-2013 ESF programme, for example the PUPIL scheme which works across six counties in South Wales to develop young people's soft skills in conjunction with South Wales and Gwent Police Forces[15] the Wales Council for Voluntary Action (WCVA) Engagement Gateway project[16] and the Big Lottery/WEFO funded projects for care leavers[17]. Youth employment is also a key priority in the 2014-2020 ESF programme[18].

Funded by dormant bank and building society accounts, the £3.4m SY/MF project has been developed to **target specifically young care leavers and young people who have offended in Wales to enhance their chances of finding employment and accessing further learning or training**[19]. The project has been designed to reflect learning from other similar projects. In particular, the importance of paid work placement opportunities highlighted by both the WCVA Engagement Gateway project and Big Lottery/WEFO care leaver funded projects. The aim is to offer intensive, tailored support, reflecting the complex

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[9] Youth Justice Board (July 2014) *Welsh Government/Youth Justice Board joint strategy to improve services for young people from Wales at risk of becoming involved in, or in, the youth justice system*

[10] Wales Audit Office (2014) *Young People Not in Education, Employment or Training*

[11] *Employer Skills Survey: 2013 Data Tables*, see Table 40: https://www.gov.uk/government/publications/ukces-employer-skills-survey-2013-supplementary-documents

[12] The overall initiative is called *Getting Ahead*. Getting Ahead funds the *Symud Ymlaen/Moving Forward* project. Currently, Symud Ymlaen/Moving Forward is the only project funded by the Getting Ahead programme.

[13] http://wales.gov.uk/topics/educationandskills/skillsandtraining/jobsgrowthwales/?lang=en

[14] http://wales.gov.uk/topics/improvingservices/case-studies-in-public-services/caerphilly-passport-scheme/?lang=en

[15] http://www.cynonvalleycrimeprevention.co.uk/projects.asp

[16] http://www.wcva.org.uk/funding/wcva-funding/engagement-gateway

[17] http://www.biglottery.org.uk/global-content/press-releases/wales/100316-twenty-four-million-to-deliver-a-big-future-for-care-leavers-in-wales

[18] Welsh European Funding Office (WEFO) (17 April 2014), *European Structural funds programmes 2014-2020: Draft summary of the ERDF and ESF Structural Funds programmes in Wales. DRAFT (Version 2)*

[19] The Dormant Bank and Building Society Act of 2008 enables banks and building societies to transfer money held in dormant accounts to a central reclaim fund for reinvestment in the community.

range of needs often presented by young people who have offended and/or young people in care – and who are rarely 'job ready'. To be eligible for SY/MF support a young person must be:

■ Aged 16-18 and not in education, employment or training (NEET);

■ Leaving school or unemployed;

■ A looked after young person;

■ In the process of Leaving Care;

■ Working with a Youth Offending Team;

■ In the process of leaving a Young Offenders' Institute; or

■ In a Young Offenders Institute[20].

SY/MF is delivered through a consortium partnership led by homeless charity Llamau. Llamau, as the lead partner, is responsible for overseeing the successful delivery of the project. Llamau's Learning for Life department is responsible for direct delivery of the engagement elements of the project in South East and North Wales, as well as responsible for providing support to young people as they make transitions to the next stage of their journey to independent living. Other core partners include:

■ **Sova - a registered charity which works across England and Wales to help vulnerable people to steer clear of crime by creating local volunteer networks**. Sova is responsible for the recruitment of young people working with Youth Offending Teams (YOTs) and Looked After Care Teams (LACTs) to generate appropriate referrals to the project; it is also responsible for the recruitment, training and management of volunteer mentors to support young people from initial recruitment through to providing post-project support.

■ **Gisda - a registered charity which works across North Wales to address homelessness amongst young people**. Gisda is responsible for delivery of elements of the SY/MF project in North West Wales using their expertise to support young people from initial engagement through to progression, and with accommodation issues and counselling.

■ **Construction Youth Trust (CYT) - a charity specialising in helping a broad range of people whose social and economic circumstances pose significant obstacles to their entry into employment in the construction industry**. CYT is responsible for sourcing and supporting work placements across Wales for the young people on the SY/MF project, providing advice and guidance and mentoring.

■ **Centre for Business and Social Action (CBSA) - one of the largest business membership organisations in Wales, with over 2,000 members**. CBSA is responsible for delivering the SY/MF project in South-West and Mid Wales; using their experience and business networks in Wales CBSA is also responsible for sourcing and delivering supported workplace skills and job opportunities for young people on the SY/MF project.

Project delivery commenced in October 2013. The partnership aims to work with 440 young care leavers and offenders across Wales[21]. This is based on working with a ratio of 20 care leavers to 80 young people who have offended, with a projected split of 70% in South Wales and 30% in North Wales. The project will offer tailored, individualised support – to take account of the differing needs of care leavers and young people who have offended - in the form of:

■ Pre-employability training – for young people identified as needing additional support and preparation for employment including: bespoke training in Literacy, Numeracy and ICT, as well as generic employability skills.

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[20] http://www.symfwales.org.uk/young-people/eligibility.html

[21] This figure represents the current Symud Ymlaen/Moving Forward project and not the planned extension to 2016.

- A six month paid work placement - the project provides a job opportunity for a six month period for a minimum of 25 hours per week. Participants will be paid at or above the National Minimum Wage. The work placement will involve matching temporary employment opportunities against participants' needs, aspirations and long-term goals.

- Mentor support - each participant is matched with a volunteer mentor at the outset who will provide support throughout the duration of the project to offer consistency, and a single point of contact, for supporting all aspects of training and development and transitions to other training, employment and support as appropriate.

Young people access this support through initial assessment and referral onto one of three routes:

- **Route 1 – ready for a work placement immediately.**

- **Route 2 – needs some training on essential skills but is ready for a work placement.**

- **Route 3 – needs training on essential skills and is not ready for a work placement.**

The delivery model emphasises the importance of tailored, holistic intervention and support to reflect the multiple and complex needs of young people who have offended and those in care, in particular[22]:

- Services should be highly responsive and accessible. Young people should also benefit from additional support of mentors.

- The project should offer structured activities enabling participants to proceed through different stages of intervention, such as: engagement and assessment of need; placement preparation; supported placement; and post-project transition.

- Personalised Development Plans (PDPs) created in consultation with the participant.

- Support for employers – recognising that some employers may feel nervous or lack confidence when working with young people who have additional needs.

- Regular review meetings between participants, mentors, and employers to monitor progress and identify any causes for concern.

The way in which participants, employers and mentors are expected to engage with the project is structured according to the stages of the participant journey model, as illustrated in Figure 1.1.

For more information about the project please see: http://www.symfwales.org.uk .

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[22] Llamau Symud Ymlaen/Moving Forward Delivery Plan (September 2013)

Figure 1.1   The Symud Ymlaen/Moving Forward delivery model

Other projects, other support; positive outcome; no project, no support; other

Leavers

Returners

440 participants

317 (72%) in paid employment

Transition preparation – care leavers

Pre-release work for YOs

Phase 1: Referral (SOVA, Llamau, GISDA, CBSA, YOTs, LACs and others)

- Activities:
  - Identifying client needs
  - Completes SY/MF participant forms (histories, support needs (pastoral and skills)

Phase 2: Recruitment (SOVA) and Engagement (SE NE Llamau; SW Mid CBSA; NW Gisda)

- Recruitment:
  - check eligibility
  - project understanding
  - agree outcomes
  - project start
- Engagement:
  - Develop personal development plan
  - Essential Skills Assessment
  - Identification of additional support needs
  - Develop PDP
  - Links to pathway plans (LAC/YOT)

Phase 3: Induction and work readiness (SE and NE Llamau; SW and Mid CBSA; NW Gisda)

- Activities:
  - Decide Routes 1-3
  - Induction to project
  - Assessment
  - Identify oreferred occupation
  - Work readiness: workplace requirements, health & safety, IT training, soft skills development
  - Essential Skills training
  - Match with mentor
  - PDP Review

Phase 4: Intervention Mentoring (SOVA); Work placements (CBSA, CYT); In-work training (SE NE Llamau; SW Mid CBSA; NW Gisda)

- **Mentoring:**
  - Recruitment, training and supervision of mentors
  - Matching of participants and mentors
  - Provision of on-going mentoring support
- **Work placements (26wks/25hrs):**
  - Source temporary employment opportunity and agree work-based development plan
  - Tailored entry to placement
  - Provision of support and advice to employers
- **In-work training:**
  - Essential Skills and employability skills development
- **Monitoring and review of progress**
- **External support**

Phase 5: Transition (SE NE Llamau; SW Mid CBSA; NW Gisda)

- Activities:
  - Mentoring support
  - Job search
  - Links to:
    - FE
    - Training providers
    - Employment services
    - Others

Phase 6: Post project support (SOVA Mentors)

- Activities:
  - Exit review
  - Reflection
  - On-going contact through mentors (SOVA) and key worker (Llamau)

Employers: recruitment, development, support, progression

Mentors: recruitment, development, support, progression

Key to Figure 1.1:

YOTs – Youth Offending Teams

LACs – Looked After Children Teams

NE - North East Wales

NW - North West Wales

SE - South East Wales

SW – South West Wales

1.3 Evaluation of Symud Ymlaen/Moving Forward

The aims and objectives of the evaluation are to assess the implementation and effectiveness of Symud Ymlaen/Moving Forward (SY/MF) services. Specifically, exploring the extent to which SY/MF has:

- Improved the chances of young people who have offended and looked after young people[23] aged 16 to 18 to progress into sustainable employment or further learning by increasing their employability skills;
- Delivered a third sector-led initiative offering paid work placement opportunities across the public, private and third sectors (set at national minimum wage as appropriate to their age) to young people aged 16 to 18;
- Ensured that all participants have undertaken an Essential Skills Assessment as part of a learner's initial assessment and achieve an Essential Skills qualification;
- Developed an effective referral process working with the Welsh Government, Local Authority Looked after Care Teams (LACTs) and Youth Offending Teams (YOTs)[24]; and,
- Provided personal support to young people appropriate to their needs to maximise the benefits of the work placement where this is required before, during and after the 6 month work placement.

The evaluation is also required to explore and, as far as possible, establish causal links between the SY/MF project and any observed changes in outcomes.

The approach to the evaluation comprises of three key stages:

- **Scope and evaluation design –** to develop the evaluation framework (this has been completed);
- **An interim evaluation** – focused primarily on understanding the processes put in place to deliver SY/MF and whether the service has been implemented as expected; it will begin to capture outcome information; and,
- **A full evaluation** - will build on the interim findings and will inform the full evaluation of the service 24 months after inception[25] – including assessment of impact and analysis of costs and benefits.

A detailed scoping report setting out the evaluation framework was submitted to the Big Lottery Fund in March 2014. The SY/MF delivery logic model which underpins the evaluation framework is set out in Annex 1. It sets out the project's inputs, activities/outputs, short-term and longer-term outcomes.

1.4 Evidence sources for the interim evaluation

Evidence gathered at this interim stage came from multiple sources:

- Desk-based research, involving: a rolling literature review of initiatives to get young people back into work; analysis of secondary sources of data on youth unemployment and employment in Wales; a review of relevant key Welsh Government policies and strategies; and a review of skills, training and employment programmes designed to support young people in Wales.

- Analysis of SY/MF monitoring information.

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[23] This includes young people aged 16 to 18 who are not in education, training or employment and are either: a looked after young person; in the process of Leaving Care; working with a Youth Offending Team; in the process of leaving a Young Offenders' Institute or in a Young Offenders Institute.

[24] Youth Offending Teams (YOTs) are sometimes called Youth Offending Service (YOS) in some areas. For the most part we refer to YOTs (because YOTs are referred to in the Youth Offending Strategy) but in some areas we refer to YOS if that is the name of the service in a particular area.

[25] This is based on the current Symud Ymlaen/Moving Forward project and not the planned extension to 2016.

■ A stakeholder consultation involving in-depth interviews, conducted face-to-face and by telephone, with 15 stakeholders involved in the design, management, and delivery and monitoring of SY/MF, and working in related policy areas.

■ Examining eight areas from across Wales in terms of provision of SY/MF services.

1.4.1 Desk-based research

A comprehensive desk review of documents and data was undertaken including a structured web-based search for relevant literature relating to:

■ The SY/MF project – background documents, press coverage, information on partner websites.

■ Key documents to establish the wider context for delivery – this included strategic documents such as *Skills that Work for Wales* (2008) and the *Policy Statement on Skills (2014)*, Welsh Government's *All Wales Youth Offending Strategy (2009-11) and* the Youth Justice Board and Welsh Government joint strategy (2014), the *Youth Engagement and Progression Action Plan (2011-15)*; the *Child Poverty Strategy (2011)*; the *National Literacy and Numeracy Framework (2012)*, *Youth Engagement and Employment Action Plan* (2011), *Young People Not in Education, Employment or Training* (Wales Audit Office, 2014).

■ Academic and research literature – especially material relevant to the issues relating to supporting transitions into work for young people leaving care and also those who have offended. The online platform, Web of Knowledge[26] and other databases were used to search for research findings published in academic journals.

■ Key data and statistical releases – secondary sources of data on youth unemployment, employment demand in Wales, and the profile of young people who have offended and those in care.

The desk research also involved a review of comparable interventions – such as Jobs Growth Wales, the PASSPORT programme, the PUPIL scheme, the WCVA Engagement Gateway project, and the Big Lottery/WEFO funded projects for care leavers. The full analysis was presented in a scoping report submitted to the Big Lottery Fund in March 2014.

1.4.2 Project management information

An analysis of SY/MF management information collected by Llamau and its partners. The analysis included: an overview of the characteristics of SY/MF participants; their progress through the delivery model; the activities they undertook; and, their outcomes and achievements.

1.4.3 Stakeholder interviews

In-depth consultations were held with: individuals responsible for developing and implementing SY/MF; key delivery partner organisations; and, non-delivery stakeholders working in related policy areas. These involved consultations with:

■ Members of the Big Lottery Fund contracts and policy teams
■ Members of the Big Lottery Fund Wales Committee
■ Welsh Government
■ Llamau
■ CBSA
■ Construction Youth Trust
■ GISDA
■ SOVA
■ Youth Offending Team
■ Leaving Care Team
■ Youth Justice Board
■ Wales Council for Voluntary Action

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[26] http://wok.mimas.ac.uk

- Working Links

The discussions explored:

- The business case and rationale for developing the SY/MF project – how was the need for the project identified; the developments which led to the project being established.
- The process of developing, commissioning, establishing and supporting the project.
- Where SY/MF 'fits' in terms of the strategic and operational landscape of support for tackling unemployment amongst young people in Wales; and support for young people leaving care or those who have offended in particular.
- Profiling the internal and external SY/MF project partnership arrangements: the nature of partnerships; how they are organised, formalised and constituted; the precise roles of different delivery organisations; and, progress to date and early experiences.

1.4.4   Case studies

A case study based approach was used to enable the collection of rich qualitative data and an in-depth analysis of the delivery of SY/MF services to young people. The case study research took place during June and July 2014.

Selecting the eight case study areas

In selecting the case studies, we identified important dimensions upon which to choose our sample. In conjunction with Llamau and Big Lottery Fund, eight areas were identified as case study subjects; the selection criteria were:

- Geographical location – North/South split and sufficient coverage at a national level;
- Nature of the local area served - level of urbanity/rurality;
- Number of referrals to date; and,
- Partnership arrangements in place.

The eight case study areas are set out in table 1.1 below.

Table 1.1   Evaluation case study areas

Area	Number of referrals (time of selection – May 2014)	Key delivery partners in the area
Blaenau Gwent and Caerphilly (Valleys, South Wales)	22	Llamau, CYT, CBSA, SOVA (Volunteer Mentoring)
Cardiff (Urban, South Wales)	41	Llamau, SOVA, CBSA, CYT
Carmarthenshire (Rural, South West)	15	CBSA, SOVA, CYT
Gwynedd and Anglesey (Rural, North)	15	GISDA, SOVA, CBSA, CYT
Powys (Rural, mid)	9	SOVA, CBSA, CYT
Rhondda Cynon Taff (Valleys, South)	35	Llamau, Sova, CBSA, CYT
Swansea (Urban, South West)	16	CBSA, SOVA, CYT
Wrexham (Urban, North)	0[27]	Llamau, Sova, CBSA

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[27] In Wrexham SY/MF provision was initially planned to link in with existing Local Authority provision to avoid duplication of support in the area. At the time of the visit it emerged that the Local Authority provision had been cut and SY/MF delivery was being re-profiled and developed. As of 30 September there had been 4 referrals to the SY/MF project (representing 23% of profiled target).

The visits comprised:

- Interviews with managers in each location (and also from partner organisations as appropriate, depending on the delivery model in the case study location);

- Interviews with local project delivery staff – managers, mentors, engagement and support workers;

- A consultation with beneficiaries (this was done through a combination of focus group and/or one-to-one sessions);

- Interviews with employers; and,

- Interviews with wider partners in the case study areas i.e. YOTs, LACTs, Jobcentre Plus, learning providers, and other support organisations.

These interviews were used to gain an understanding and provide an analysis of SY/MF services across a number of themes. The themes explored were:

- Partnership working: how delivery arrangements were set up and implemented; partners' understanding of the project and definitions; collaboration to support positive outcomes for SY/MF participants; and, strengths and weaknesses of partnership working.

- The appropriateness of referral mechanisms and initial engagement of young people: how the project was promoted to young people; whether initial assessment was similar to comparable projects.

- Supporting young people through their journey on SY/MF - the pre-employability and work placement support; exploring differences/similarities when working with the two target groups; examples of effective practice; and challenges and barriers faced by young people.

- How SY/MF contributes to positive outcomes for young people - for example, increased confidence, motivation and wellbeing and employment opportunities; training and skills development.

The context for delivery and delivery models adopted for SY/MF in the eight case study areas are presented in Annex 2.

1.5 Scope of this interim report

The purpose of this report is to provide an interim assessment of SY/MF during its first year. **The interim evaluation largely focuses on understanding the processes put in place to deliver the project and whether services have been implemented as expected. It also begins to capture outcome information.** A full evaluation will build on these findings and include an assessment of impact over the full project.

The rest of this document is structured as follows:

- In Section 2, we present a profile of the project participants and their characteristics.

- In Section 3, we present our interim findings related to project referral, engagement and induction processes.

- In Section 4, we present our interim findings related to the delivery of project services and support.

- In Section 5, we present our interim findings related to project partnership working.

- Section 6 presents a summary of interim findings and key conclusions. On the basis of these, recommendations are set out to support the continuous improvement of the project.

2   Project Beneficiaries

This section is based on an analysis of Symud Ymlaen/Moving Forward (SY/MF) management information provided to ICF by Llamau. It represents the first full year of SY/MF delivery up to 30 September 2014, and includes information on all young people referred on to SY/MF whether they subsequently engaged with it or not. It also includes young people who have exited early from the SY/MF project.

2.1   High referral volumes; one third exited early from the project

As outlined in the partnerships project plan, it is expected that the following will be achieved:

- 440 participants will have been recruited to the project;

- 440 participants will have received a personal development plan;

- 440 participants will have been offered mentoring support;

- 396 participants will have their holistic support needs met;

- 396 participants will have achieved Agored Cymru accreditation;

- 396 participants will have achieved qualifications in Essential Skills;

- 396 participants will have commenced a work placement; and,

- 317 care leavers and/or offenders will be or will have been in 26 week paid employment.

Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole, however, Llamau subsequently identified that the national statistics on which these figures were based underestimated local need.

Figure 2.1 shows the number of referrals planned for each local authority area and progress towards meeting them. Overall, 93% (408) of planned referrals have been achieved. Altogether, ten local authority areas have achieved target numbers of referrals or are within 10% of doing so. To date 11.2% of referrals have been none starters.

Of the 297 who have gone beyond the assessment stage and participated in SY/MF, 53.2% are still active, 10.4% are on hold, one third have exited early, and 3.0% have successfully completed. More than one third (34.7%) are on or have completed a work placement, and 32.7% have achieved an Essential Skills Wales (ESW) or Agored qualification.

Figure 2.1   Initial targets and progress by Local Authority area

| Local Authority	Referral target	Referrals achieved	Referrals achieved	None starters	Active/ Completed participants	Participants completed	Participants on hold	Participants exited	On a Work Placement	Completed a Work Placement	Achieving ESW/ Agored
Blaenau Gwent and Caerphilly	44	40	91%	3	19	0	2	9	14	0	12
Bridgend	17	23	135%	1	6	0	6	5	4	0	4
Cardiff	44	62	141%	8	15	0	2	23	11	0	16
Carmarthenshire	30	25	83%	5	11	2	2	6	9	2	7
Ceredigion	13	12	92%	2	9	0	0	0	5	0	1
Conwy and Denbighshire	30	12	40%	1	6	0	1	3	2	0	2
Flintshire	17	4	24%	0	2	0	1	0	0	0	0
Gwynedd and Anglesey	22	33	150%	5	17	1	2	2	7	1	12
Merthyr Tydfil	13	9	69%	1	5	1	0	2	4	1	3
Monmouthshire and Torfaen	26	7	27%	2	0	0	1	3	0	0	0
Neath Port Talbot	22	11	50%	1	3	0	0	7	4	0	5
Newport	26	25	96%	4	6	1	0	9	4	1	3
Pembrokeshire	17	6	35%	2	2	0	0	1	0	0	1
Powys	17	15	88%	2	8	1	2	2	4	1	1
Rhondda Cynon Taff	39	44	113%	5	15	1	3	15	8	1	12
Swansea	30	51	170%	4	30	2	5	8	22	2	12
Vale of Glamorgan	13	25	192%	2	11	0	4	4	8	0	6
Wrexham	17	4	24%	0	2	0	0	0	0	0	0
Total	**437**	**408**	**93%**	**48**	**167**	**9**	**31**	**99**	**103**	**9**	**97**

Source: Llamau SY/MF MI; ICF

2.2 Almost half of participants identified as not work ready (Route 3); one in seven are assessed as ready for an immediate work placement (Route 1)

In the first 12 months 408 people were referred on to the SY/MF project:

- 48 or 11.8% were none starters of which:
  - 10 were deemed as unsuitable at their first meeting prior to formal assessment; for the remaining 38 no further information is available; and,
  - 28 are currently awaiting assessment. Of these 13 referred in last two weeks of September 2014, 7 in the first two weeks of September 2014, and 5 in August 2014.
- 332 or 81.4% of those referred have been assessed of which:
  - 34 were assessed but did not then engage with SY/MF; and,
  - 2 have been assessed but one is 'on hold', and one will be active but has not yet engaged with an Employment Liaison Officer (ELO) (referred in Sept 2014).
- Of those who have been assessed 297 (or 72.5% of referrals) are active on SY/MF. However, some of these have:
  - Exited early for positive, neutral or negative reasons (of which one has re-engaged). All of those who have exited early (99) have received some support:
    - 21 achieved an ESW or Agored qualification;
    - 12 started a work placement (of these 2 completed it; 7 had the work placement terminated; 1 got a job (JGW); one moved out of the area, and; one got pregnant);
    - 14 engaged with a mentor; and,
    - 76 engaged with training but had not achieved a qualification as yet.
  - Been put on hold (30), mostly due to non-attendance or custody. All but one of those who have been put on hold have received some support:
    - 4 have achieved an ESW or Agored qualification;
    - 7 started a work placement;
    - 5 engaged with a mentor; and,
    - 19 engaged with training but had not achieved a qualification as yet.
  - Completed (9) of which:
    - 3 achieved an ESW or Agored qualification;
    - 9 started and completed a work placement;
    - 1 engaged with a mentor, and;
    - 7 engaged with training but did not achieve a qualification.
- Of those still active:
  - 59 achieved an ESW or Agored qualification;
  - 130 have undertaken training;
  - 84 started a work placement, of which 9 have completed;
  - 41 have engaged with a mentor, and;
  - 77 engaged with training but did not achieve a qualification.

Figure 2.2 summarises the overall status of SY/MF participants.

Figure 2.2   Overall status
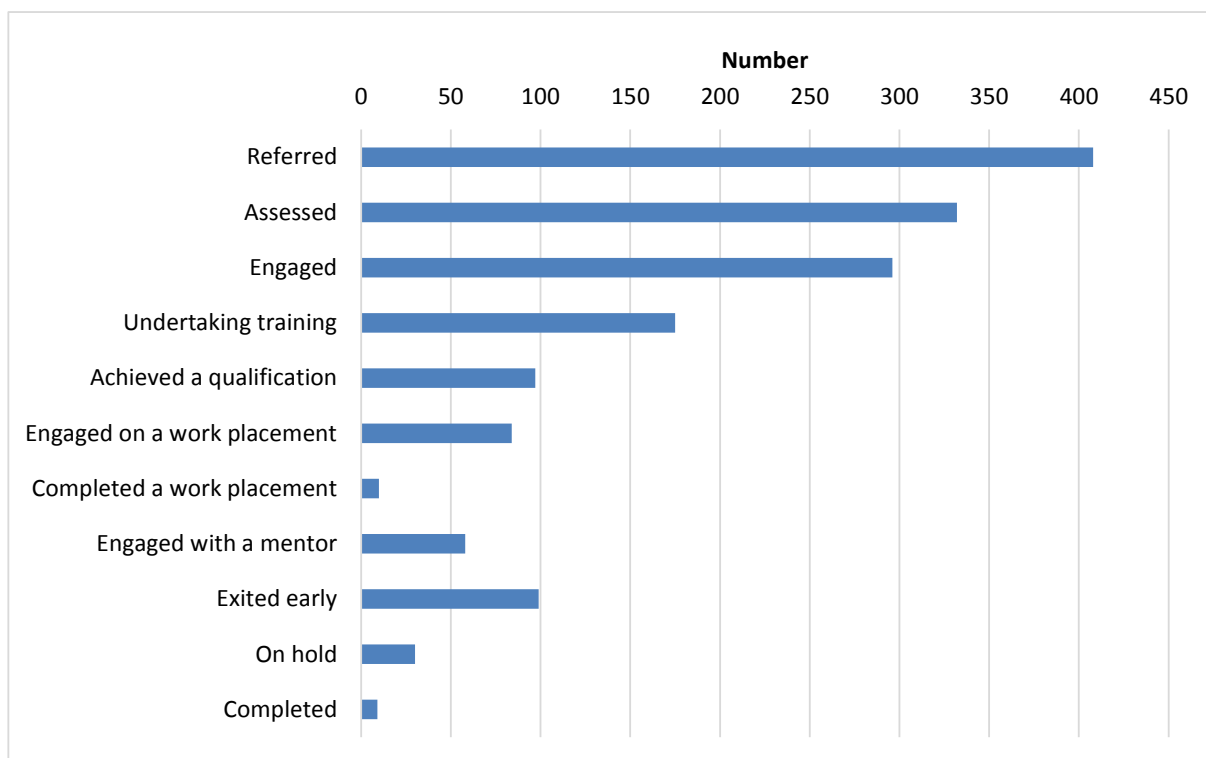
Source: Llamau SY/MF MI; ICF

When people are assessed, they are placed on to one of three routes:

■ **Route 1 participants are 'work ready'** i.e. are able to undertake work placement with minimal support. Their preferred sector and occupation of work will be identified through discussions with an Employment Liaison Officer from CBSA. If a construction work placement is preferred Construction Youth Trust (CYT) will support the participant, otherwise it will be CBSA. Once a placement is identified a job description, and a training and development plan (PDP) are drawn up with the ELO. Progress is reviewed every four weeks until the 26 weeks work placement is completed. Typically, the only support they will receive is a work placement but some Route 1 participants can also receive other training support e.g. basic skills.

■ **Route 2 participants are 'work ready' but have a basic skill need.** Usually such participants will firstly work towards an ESW or Agored qualification – with either Learning 4 Life (L4L), GISDA or CBSA - where their progress is formally reviewed at least every 4 weeks. Participants follow the Route 1 process (see above) while they complete accreditation.

■ **Route 3 participants are not work ready.** Such participants have basic skills needs and require employability skills training. Training is provided by L4L, GISDA or CBSA with formal four weekly reviews. When the participant is identified as ready to progress on to a work placement the tutor will arrange a meeting with the ELO from CBSA or CYT.

Figure 2.3   Progress through the delivery route

None starter = 48

Phase 2: Recruitment/ engagement

- **408 referred:**
- Careers Wales=66
- LACT=67
- Llamau=55
- YOT=151
- Other=69

Phase 1: Referral

- Awaiting assess=28
- **Assessed=332**
- Engaged on SY/MF^1=297

Assessed but did not engage^2:
Route 1=1
Route 2=8
Route 3=25

- **Engaged on SY/MF^1=297:**
- Route 1 = 42
- Route 2 = 116
- Route 3 = 139

Phase 3: Induction/ work readiness

Phase: 4 Intervention

- **Active^1=157:**
- Route 1 = 24
- Route 2 = 68
- Route 3 = 66
- **Activities*:**
- Training=130
- Wk Pl=84
- Mentor=41

On hold=31:
Route 1=9
Route 2=8
Route 3=14
Activities*:
Training=13
Wk Pl=7
Mentor=5

- **Completers=9:**
- Route 1 = 2
- Route 2 = 3
- Route 3 = 4
- **Achieved qual:**
- Active=59
- Completed=4
- On hold=6
- Exited=21

Outcomes to date

Exited=99:
Route 1=7
Route 2=37
Route 3=55
Activities*:
Training=97
Wk Pl=12
Mentor=14

^{1} Includes one person who is engaging but has not started yet
^{2} Excludes one person who is on hold
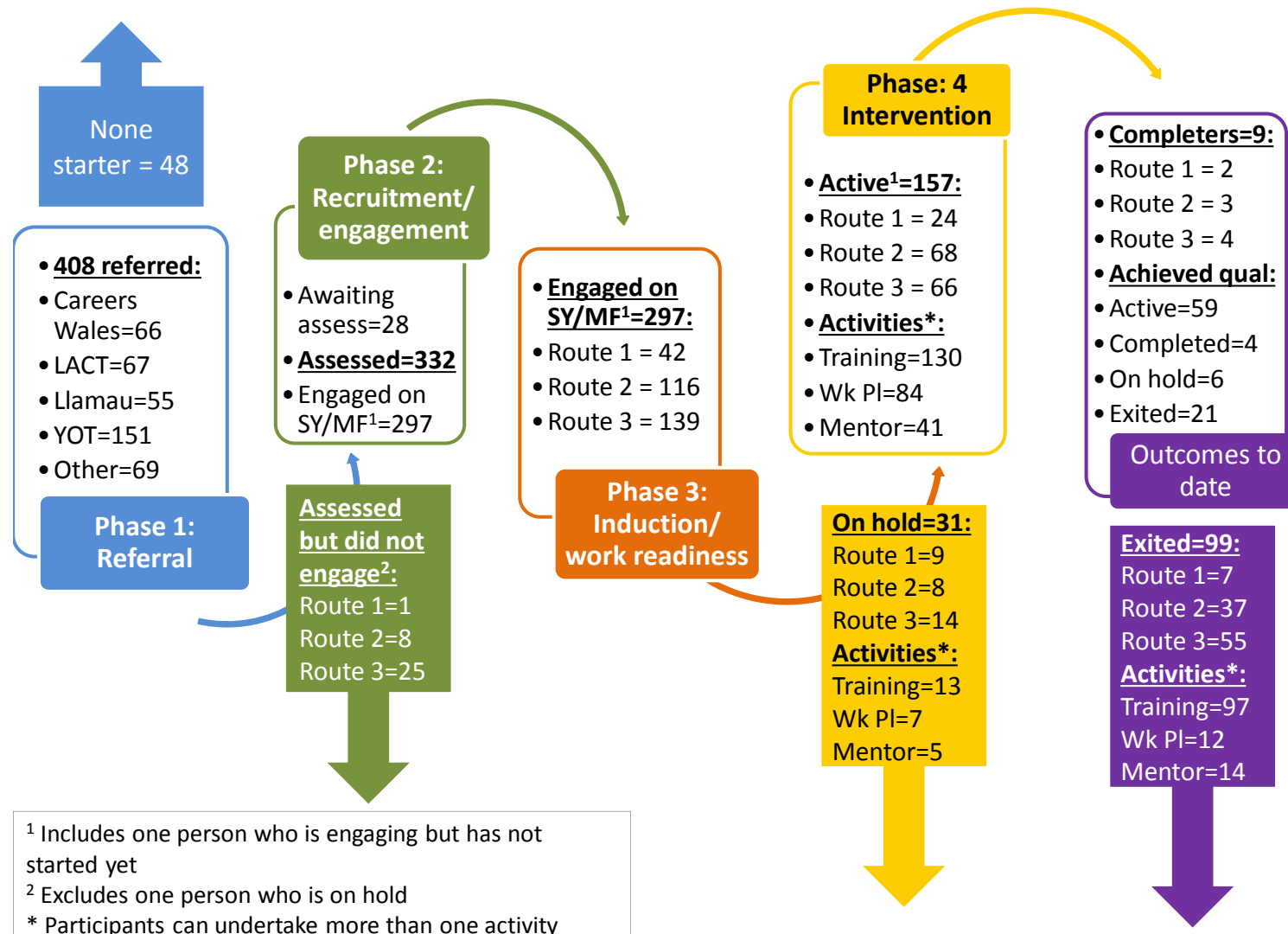* Participants can undertake more than one activity

Figure 2.3 shows the numbers of participants at each stage of the learner journey, the 'Route' they have been placed on, and the activities they have undertaken. It shows that, of those currently engaged in SY/MF, just under half (139 or 47.3%) are participants needing pre-employability support in preparation for a work placement (Route 3), 116 or 39.5% are participants 'work ready' but with a basic skill need (Route 2), and 42 or 14% have been assessed as 'work ready' (Route 1).

Figure 2.3 also shows the amount of activity undertaken by different groups of participants. Even amongst those who have exited early, 97 undertook some training, 12 went on a work placement, 14 engaged with a mentor, and 28 achieved a qualification.

Table 2.1 shows SY/MF status by route of all those assessed. Those on Route 3 are the most likely to 'drop out' in between their assessment and becoming active (excluding those who are awaiting assessment).

Of those who were assessed and did engage with SY/MF, most of those assessed as work ready (Route 1s and 2s) were still active. Most of those assessed as needing pre-employability support (Route 3s, 42.1%) were not currently active, mainly because they had exited early from the project. Those assessed as work ready (Route 1s) were much more likely to be on hold rather than had exited early.

Table 2.1   Participant Status - by SY/MF support Route

	Route 1 (Work Ready)		Route 2 (Work Ready with basic skill needs)		Route 3 (Pre-employability support needed)	
	%	No.	%	No.	%	No.
Assessed	100.0%	43	100.0%	124	100.0%	164
▪ Assessed but did not engaged	2.3%	1	6.5%	8	15.2%	25
▪ Assessed and did engage	97.7%	42	93.5%	116	84.8%	139
Assessed and did engage, of which:	100.0%	42	100.0%	116	100.0%	139
▪ Active	55.8%	24	54.8%	68	40.2%	66
▪ Not active:	37.2%	16	36.3%	45	42.1%	69
- *On hold*	20.9%	9	6.5%	8	8.5%	14
- *Exited*	16.3%	7	29.8%	37	33.5%	55
▪ Completed	4.7%	2	2.4%	3	2.4%	4

Source: Llamau SY/MF MI; ICF

2.3   The majority of young people referred to Symud Ymlaen/Moving Forward were aged 17, male, had no disability, and were of White ethnic origin

SY/MF is delivered on a regional basis by different groups of providers (see Figure 1.1). Figure 2.4 shows overall participant status of those referred on to the SY/MF project by SY/MF region.

Around 12% in each region were referred but deemed ineligible to start. Around half of those referred in the North and Mid/South West regions are still currently active. The South East had the highest proportion of early exits and the lowest proportion of participants who were currently active (both 31%).

Whilst the South East has a much higher proportion of young people assessed as needing pre-employability support in preparation for a work placement (Route 3s), it has a much higher early exit rate for those identified as work ready (both Route 2s and 3s). In the South East, 45.9% of Route 2 participants who engaged on the SY/MF project, and 47.4% of Route

3s exited early. This compares with 18.8% and 26.3% respectively in the Mid/South West region[28].

Just over one in ten of those referred on to SY/MF were Welsh speakers. More than half of all (59.0%) referrals were in the North region, and half of those in the North region were Welsh speakers.

Figure 2.4   Status by SY/MF region
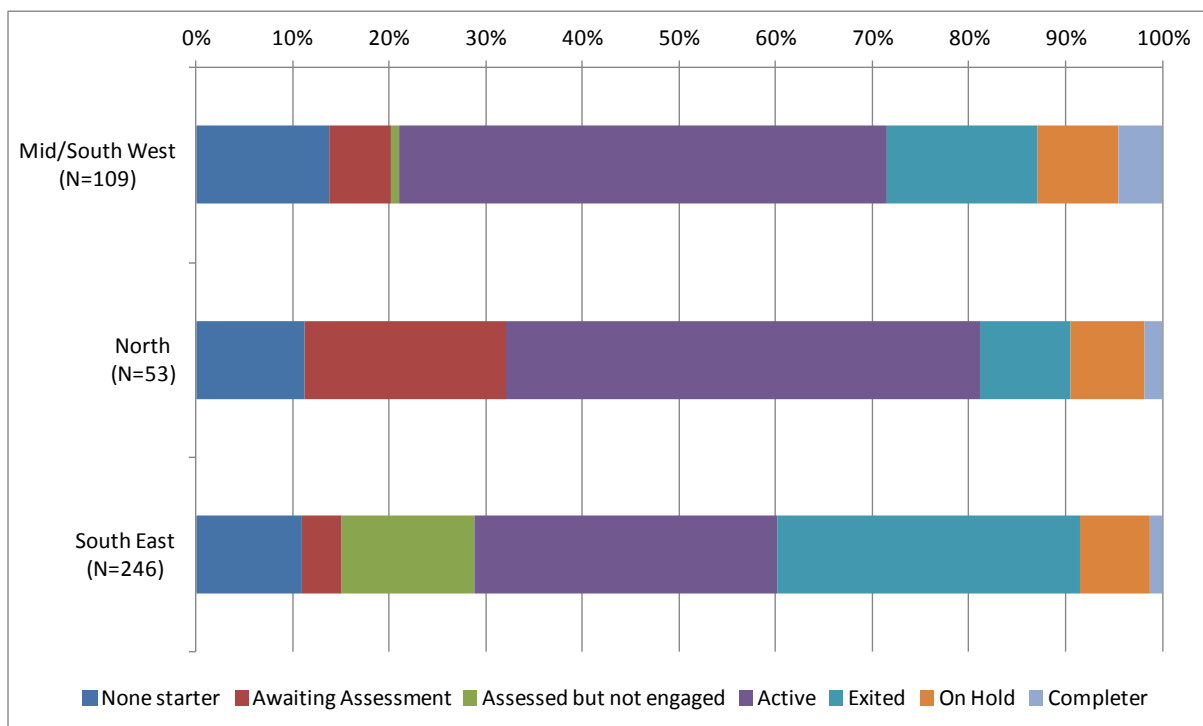
Source: Llamau SY/MF MI; ICF

Figure 2.5 shows the number of SY/MF referrals by age, gender, disability and ethnicity. Most SY/MF referrals were aged 17 (51.6%), male (73.5%), had no disability (85.4%) and were of White ethnic origin (95%). Overall, almost two out of five (38.2%) referred on to the SY/MF project were male, White and without a disability.

[28] The North region has been excluded from the analysis because numbers are too small.

Figure 2.5   Status by age, gender, disability and ethnicity[293031]
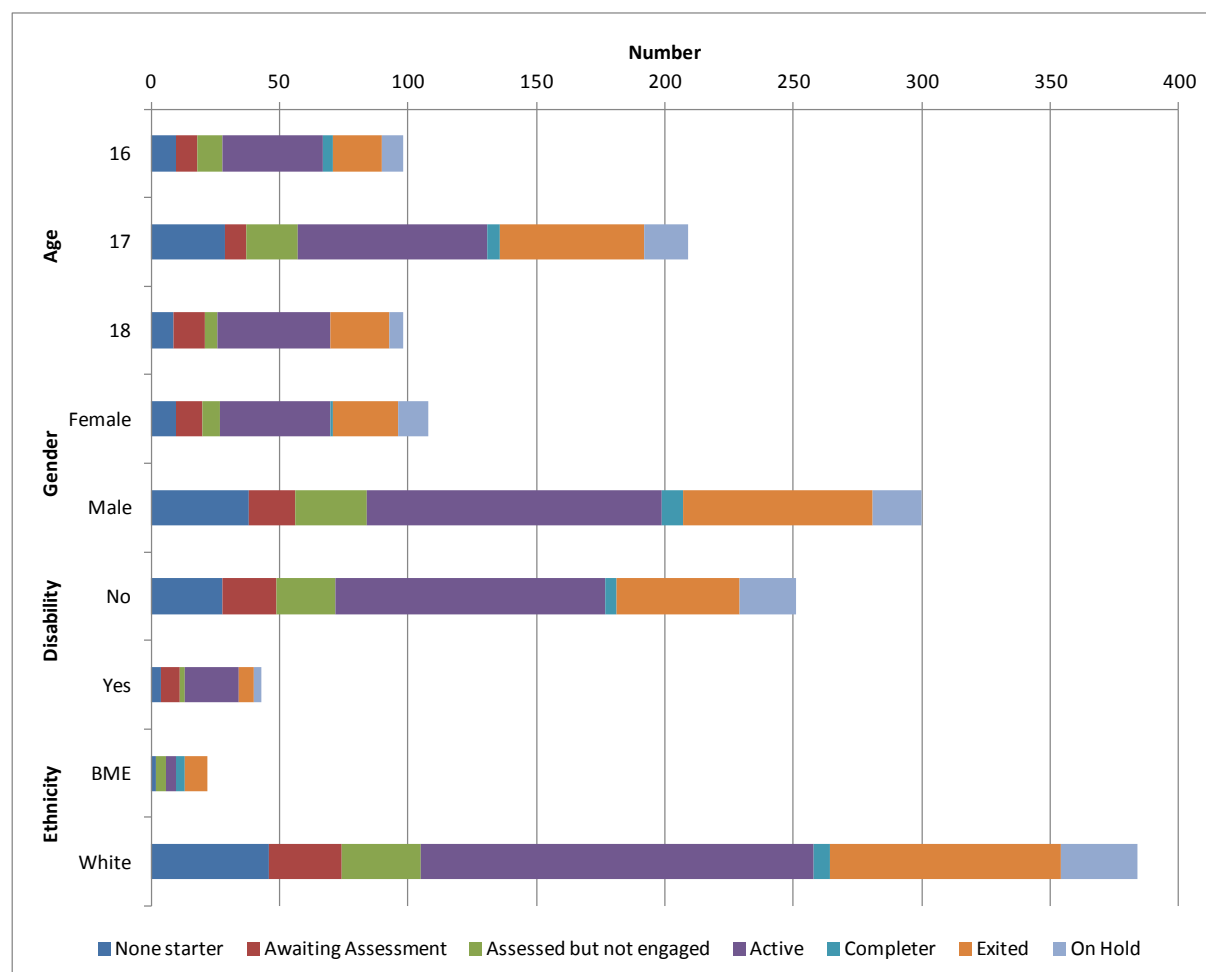
Source: Llamau SY/MF MI; ICF

Table 2.2 provides more detail of these people on the participants' journey. Comparisons between the individual categories within these groups show that that[32]:

■ Very similar proportions of the different categories within these groups (e.g. male/female, 16/17/18 year olds etc.) were none starters after being referred.

■ 16 and 17 years olds were twice as likely to drop out after assessment than 18 year olds, as were people without a disability compared to those with a disability.

■ Of those who started on the SY/MF project, the following categories were the most likely within their groups to be not active: 17 year olds (especially participants needing pre-employability support in preparation for a work placement - Route 3s), and; those without a disability (again especially Route 3s).

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[29] Age - excludes one 15 year old and two 19 year olds.

[30] Disability - only includes those who gave a response to the question 'Have you got a disability?' i.e. 294.

[31] Ethnicity - two people preferred not reveal their ethnicity.

[32] The analysis omits ethnicity because the number of BME young people is very small (22 in total).

Table 2.2   Progress through the delivery route by age, gender, disability and ethnicity

	Age[33]			Gender		Have you got a disability?[34]		Ethnicity[35]		All
	16	**17**	**18**	**Female**	**Male**	**No**	**Yes**	**BME**	**White**	
Referred, of which:	98	209	98	108	300	251	43	22	384	**407**
▪ None starter	10.2%	13.9%	9.2%	9.3%	12.7%	11.2%	9.3%	9.1%	12.0%	**11.8%**
▪ Awaiting Assessment	8.2%	3.8%	12.2%	9.3%	6.0%	8.4%	16.3%	0.0%	7.3%	**6.9%**
▪ Assessed	81.6%	82.3%	78.6%	81.5%	81.3%	80.5%	74.4%	90.9%	80.7%	**81.6%**
Assessed, of which:	80	172	77	88	244	202	32	20	310	**332**
▪ Assessed but not engaged	12.5%	11.6%	6.5%	8.0%	11.5%	11.4%	6.3%	20.0%	10.0%	**10.5%**
▪ Assessed and did engage	87.5%	88.4%	93.5%	92.0%	88.5%	88.6%	93.8%	80.0%	90.0%	**89.5%**
Assessed and did engage, of which:	70	152	72	81	216	179	30	16	279	**297**
▪ Active	55.7%	48.7%	61.1%	53.1%	53.2%	58.7%	70.0%	25.0%	54.8%	**53.2%**
▪ Not active	38.6%	48.0%	38.9%	45.7%	43.1%	39.1%	30.0%	56.3%	43.0%	**43.8%**
- *Exited*	*27.1%*	*36.8%*	*31.9%*	*30.9%*	*34.3%*	*26.8%*	*20.0%*	*56.3%*	*32.3%*	***33.3%***
- *On Hold*	*11.4%*	*11.2%*	*6.9%*	*14.8%*	*8.8%*	*12.3%*	*10.0%*	*0.0%*	*10.8%*	***10.4%***
▪ Completer	5.7%	3.3%	0.0%	1.2%	3.7%	2.2%	0.0%	18.8%	2.2%	**3.0%**

Source: Llamau SY/MF MI; ICF

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[33] Excludes one 15 year old and two 19 year olds.

[34] Only includes those who gave a response to the question.

[35] Two people preferred not to say.

2.4 More than half are young people who have offended; care leavers more likely to exit or be on hold.

Figure 2.6 shows that most young people referred on to the SY/MF project were young people who have offended (52.5%) and one third were care leavers (33.8%). Over one in ten were both (13.8%). Almost nine out of ten young people who had offended were male (88.3%) whilst half of care leavers were female[36].

Once they had engaged with the project, care leavers were more likely to have exited or, especially, to have been put on hold (48.6%) compared with young people who had offended (39.5%). This may reflect the more turbulent lives of care leavers, for example, more frequently moving home.

Young people who had offended were more likely to be aged 16 when referred, whilst care leavers were more likely to aged 18. Care leavers were more prominent in the South East (half of all referrals) whilst young people who had offended were much more prevalent in Mid/South West Wales (76.3%).

Figure 2.6   Status by eligibility
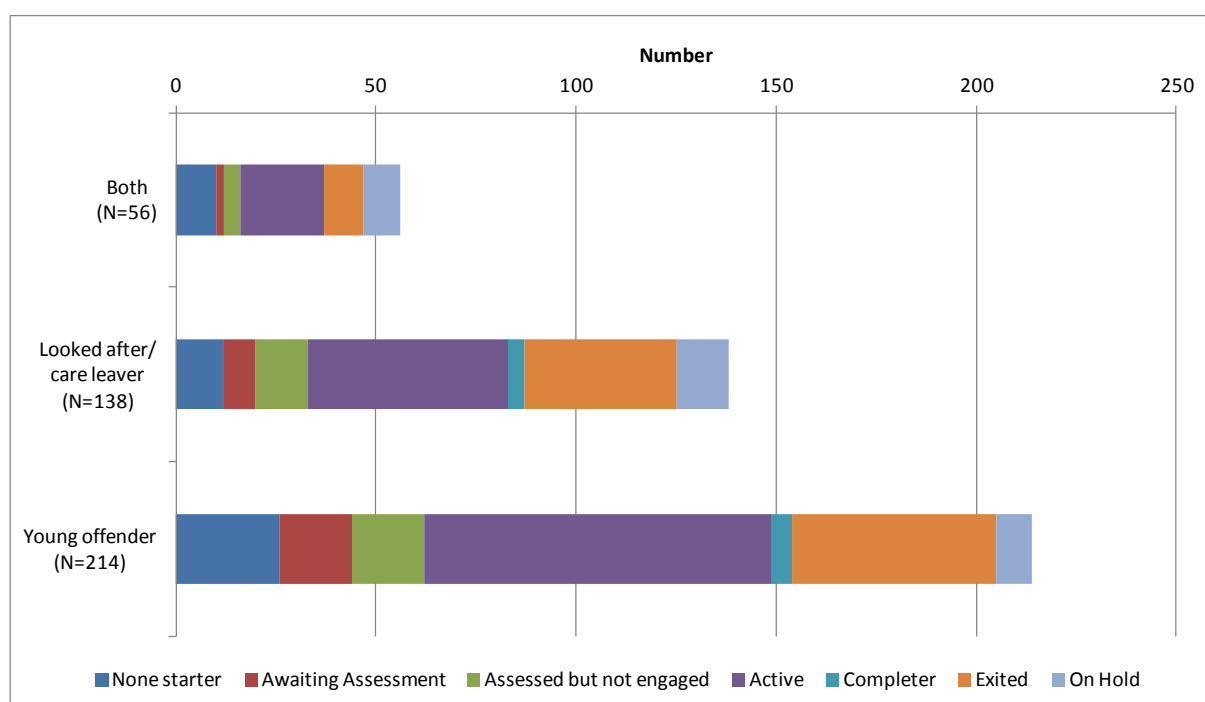
Source: Llamau SY/MF MI; ICF

Figure 2.7 shows that most referrals were from YOTs which referred 37.0% of young people on to the SY/MF project. The other main referral agencies – Careers Wales, Leaving Care Teams, Llamau and others – referred similar numbers.

YOTs referred over half of young people (53.2%) in Mid/South West Wales, whilst LACTs were more active in the South East, as were Llamau. Careers Wales referred one third of young people in the North region.

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[36] It is surprisingly difficult to get youth offending statistics for Wales, mostly because the Youth Justice Board (YJB) covers both England and Wales and does not provide statistics split by the two countries. The gender profile of young offenders on SY/MF is similar to the young offender population. See YJB (2014), Youth Justice Statistics 2012/13: England and Wales.

Figure 2.7   Status by referral agency
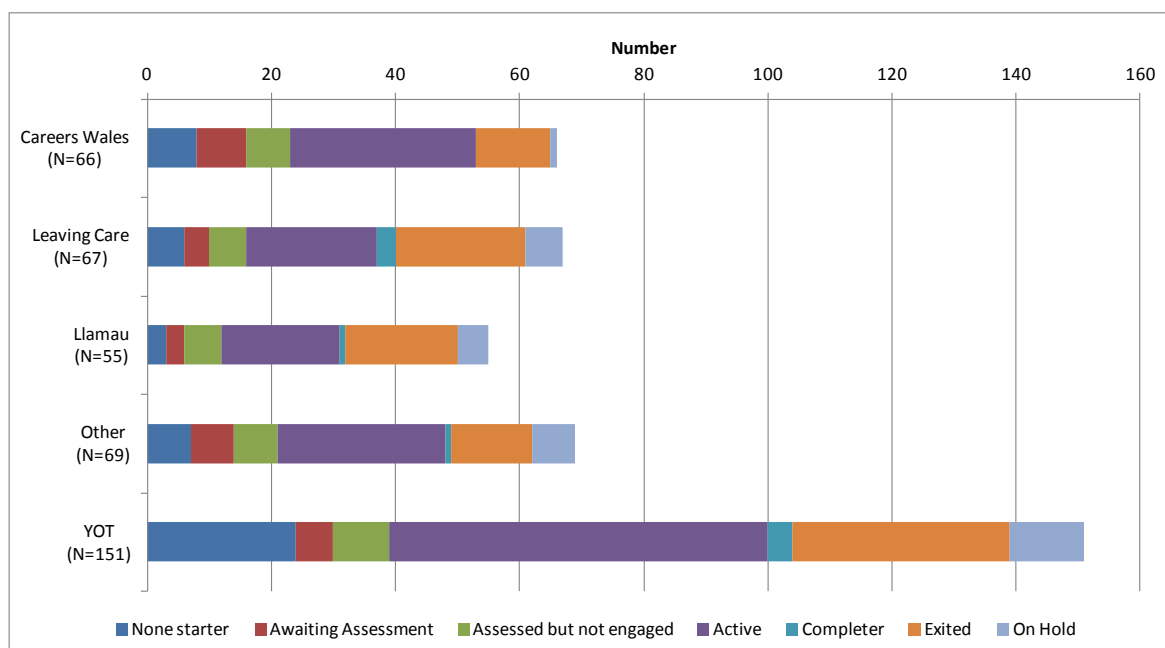
Source: Llamau SY/MF MI; ICF

2.5   Participants tend to have no or low qualifications, basic skills needs, lack any work experience, and have combinations of these factors

When being assessed, SY/MF participants' additional support needs (ASNs) are identified. Table 2.3 shows that only 6.4% of those referred on to the SY/MF project have an ASN.

Table 2.3   SY/MF Participants: Additional Support Needs

	No.	%
No additional support need	**26**	**6.4%**
Additional support need:	**382**	**93.6%**
No work experience since leaving school	188	46.1%
Has a Basic Skills need	141	34.6%
Has no up to date qualifications	131	32.1%
Still in Local Authority care	112	27.5%
Had extra support in school	95	23.3%
Excluded from school	88	21.6%
Attended PRU	77	18.9%
Homeless/In Temp Accommodation	74	18.1%
Left Local Authority care in last 3 years	74	18.1%
Non-school attender	64	15.7%
Living in a Rural Area	60	14.7%
Statemented	53	13.0%
Other support needs	13	3.2%
Needs training in Welsh	7	1.7%

Source: Llamau SY/MF MI; ICF

Almost half of those referred on to the SY/MF did not have any previous work experience (46.1%), just over one third had a basic skills need (34.6%), and 32.1% did not have any up to date qualifications.

Of those with an ASN, one quarter had one ASN (26.2%), one in five had two (19.6%), one in five had three (18.3%), and over one third had four or more (35.9%).

The list of ASNs is consistent with the type of characteristics that would be expected for the client group for SY/MF i.e. low qualifications, lack of work experience and qualifications, required extra support in school etc. (see Section 1**Error! Reference source not found.**). For example, over one third of SY/MF referees had no qualifications (34.7%) and just under half were qualified to below NQF Level 1 (48.2%). Only 12.8% held a qualification at NQF Level 2 and above.

2.6 More than four out of five participants have at least one risk factor; around two thirds have 2+ risk factors; and one quarter have 4+ risk factors

A better assessment of the needs of SY/MF participants, and the distance they are from the labour market, appear to be the risk factors identified at assessment. Table 2.4 shows that more than four out of five of those referred to SY/MF had risk factors.

Unsurprisingly, those assessed as having a risk factor are also likely to be assessed as having at least one ASN; almost four out of five (78.2%) young people referred on to SY/MF have both a risk factor and an ASN.

Table 2.4   SY/MF Participants: Risk Factors

	No.	%
No risk factors	**70**	**17.2%**
Risk factors:	**383**	**82.8%**
Participant has a known history of violence or aggression	217	53.2%
Risk due to alcohol or substance misuse	200	49.0%
Risk of suicide or deliberate self-harm	93	22.8%
Risk due to mental health	90	22.1%
The participant is themselves at risk of abuse by others	90	22.1%
Risk of aggression / aggravation to people / property	88	21.6%
Risk of serious violence towards others	77	18.9%
Risk of self-neglect or accidental self-harm	65	15.9%
Other risks	60	14.7%
The participant has a known history of behaviour incompatible with the SYMF scheme	48	11.8%
Participant has a known history of non-compliance with professional medical advice or medical treatment	42	10.3%

Source: Llamau SY/MF MI; ICF

Around half of all of those referred on to SY/MF had a known history of violence and aggression, and/or alcohol and substance misuse problems. Whilst all of the risk factors in Table 2.4 are serious risk factors, an important characteristic of SY/MF referees are that they tend to have multiple risk factors.

Figure 2.8 shows that almost two thirds (64.5%) of those referred on to SY/MF have two or more risk factors, and over one quarter (26.7%) have four or more.

Although the numbers are small (especially for those with no risk factors) for any definitive analysis, those with one risk factor are more likely to be placed on Route 3 (60.3% of those

with one risk factor). This compares with 50.9% of those with multiple risk factors and 34.5% of those with no risk factors. Those with no risk factors are most likely to be placed on Route 2 (51.7%).

Young people who had offended were much more likely to be assessed as having at least one risk factor (88.4%) than looked after young people (69.2%), and to have multiple risk factors (69.8% and 48.7% respectively).

Figure 2.8   Number of risk factors
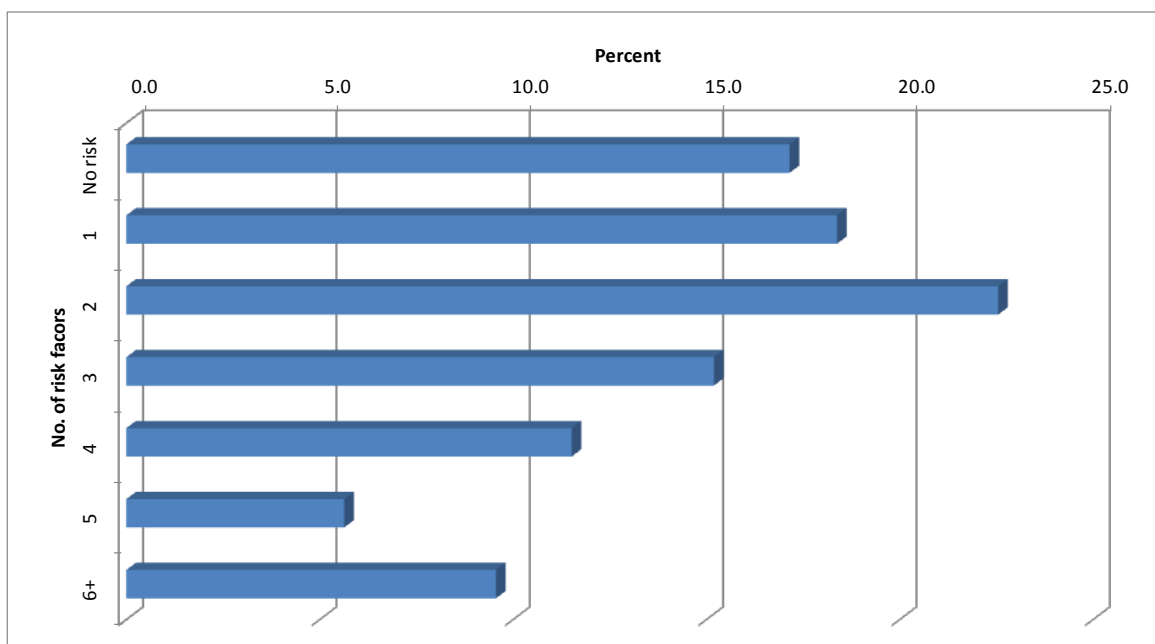
Source: Llamau SY/MF MI; ICF

Table 2.5 shows SY/MF status by risk factor. As the number of young people referred to SY/MF with no risk factors is small, the following analysis is indicative.

Roughly similar proportions of young people with no, one or several risk factors progress from referral to assessment. Those with one or more risk factors are more likely to be assessed and then disengage from SY/MF than those with no risk factors. This probably reflects the fact that SY/MF is willing to engage with large numbers of very hard to reach young people.

Of those who were assessed and did engage with the SY/MF project, those with no risk factors are more likely to have exited early.

Table 2.5   SY/MF status by risk factor

	No risk factor		One risk factor		Multiple risk factors	
	%	No.	%	No.	%	No.
Referred, of which:	100.0%	70	100.0%	75	100.0%	263
▪ None starter	12.9%	9	16.0%	12	10.3%	27
▪ Awaiting assessment	5.7%	4	1.3%	1	8.7%	23
▪ Assessed	81.4%	57	82.7%	62	81.0%	213
Assessed, of which:	100.0%	57	100.0%	62	100.0%	213
▪ Assessed but did not engaged	3.5%	2	14.5%	9	11.3%	24
▪ Assessed but did not engaged	96.5%	55	85.5%	53	88.7%	189
Assessed and did engage, of which:	100.0%	55	100.0%	53	100.0%	189
▪ Active	45.5%	25	54.7%	29	55.0%	104
▪ Not active:	49.1%	27	41.5%	22	42.9%	81
- *On hold*	3.6%	2	9.4%	5	12.7%	24
- *Exited*	45.5%	25	32.1%	17	30.2%	57
▪ Completed	5.5%	3	3.8%	2	2.1%	4

Source: Llamau SY/MF MI; ICF

During the assessment phase, people were asked their preferred occupation area. Figure 2.9 shows the preferred occupation of those who started on SY/MF[37]. These occupations are similar to those which many young people cite. Construction is the preferred occupation mostly for males and care for females.

Where a preferred occupation was specified, there was an exact match between the preferred occupation and the occupation of the work placement in 60% of cases.

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[37] Figure 2.12 excludes those for whom occupation was not known.

Figure 2.9   Preferred occupation
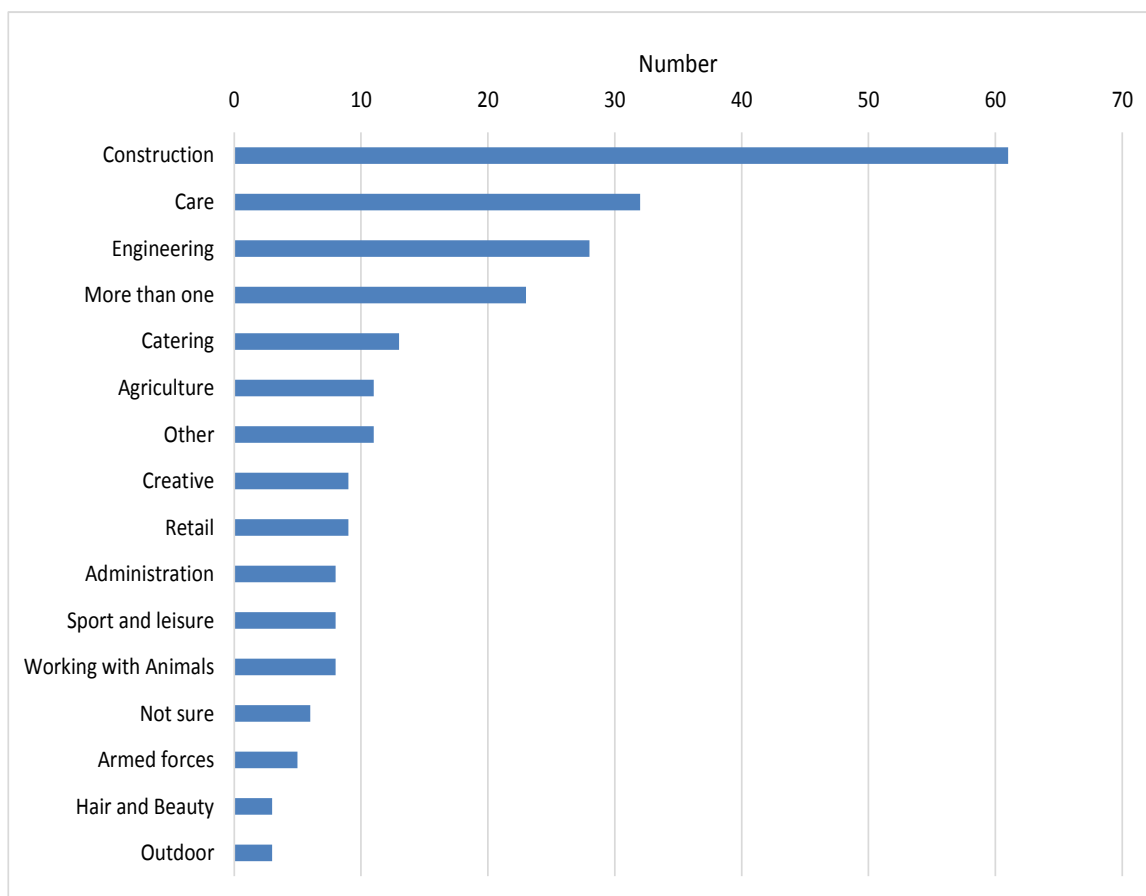
Source: Llamau SY/MF MI; ICF

2.7   Referral times are decreasing; duration of participants is much longer than originally planned; care leavers, those assessed with pre-employability support needs, and those with a risk factor spend longer being assessed

2.7.1   Length of time on Symud Ymlaen/Moving Forward

For those still active on the SY/MF project, Table 2.6 shows the average number of weeks (the 165 young people still active on/had completed SY/MF) spent in the different stages by the month they were referred.

In the last quarter (June-August 2014), the average time active young people spent from referral to assessment was two weeks. Elsewhere in the report, mention is made of the initial difficulties in setting up the SY/MF project, and this is reflected in the average referral to assessment times in the first five months where the average time was four weeks.

By contrast, the average time spent from assessment to starting on the SY/MF project has always been low (apart from the first month).

Those who have successfully completed SY/MF have spent at least 28 weeks on the project. For those who are still active on SY/MF (start to ongoing), the duration of support is quite long. Those who started in the first quarter (October to December 2013) have received, on average, 33 weeks of support.

Table 2.6   Participants still active/completed - average time spent on different stages of SY/MF

Month referred on to SY/MF	Average number of weeks			
	Referral to assessment	Assessment to start	Start to completion	Start - ongoing
Oct-13	3	3	28	33
Nov-13	7	2	35	31
Dec-13	5	1	-	36
Jan-14	3	0	32	30
Feb-14	6	1	29	22
Mar-14	2	2	-	25
Apr-14	4	1	-	19
May-14	5	0	-	14
Jun-14	2	1	-	12
Jul-14	2	2	-	6
Aug-14	2	1	-	2

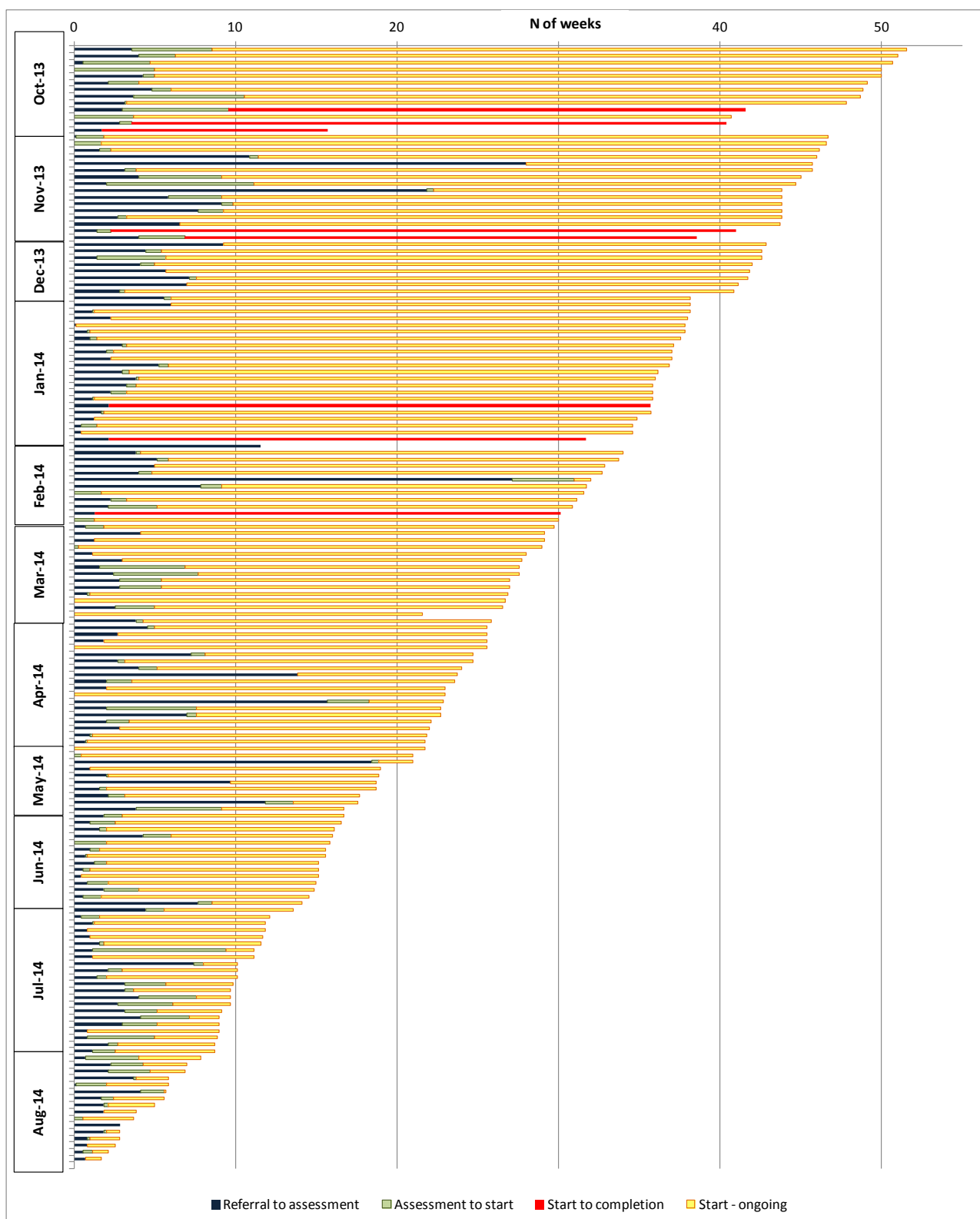*Source: Llamau SY/MF MI; ICF*

Figure 2.10 shows the number of weeks young people have spent on different stages of the SY/MF project. Each bar represents one person who is still active or has completed. The length of the bars represents the total number of weeks they have spent on the SY/MF project, and the bar sections represent the different stages. Young people are grouped and sorted by the month they were referred on to the SY/MF project.

Figure 2.11 shows the same information but for those who are on hold or made an early exit from SY/MF.

The analysis of Figure 2.10 and Figure 2.11 shows that most SY/MF participants who are still active or completed have been on the project for a large number of weeks (6 months on average) whilst those who are on hold/exited had been on the project for 21 weeks on average. This suggests that great efforts are made to support young people on the project, and to continue to engage with those at risk of exiting early.

There appears to be quite a wide variation in the number of weeks individuals spend in the initial stages, particularly from referral to assessment. Young people in the North and South East SY/MF regions, those leaving care, those assessed as needing pre-employability support (Route 3), and those with a risk factor spend, on average, at least a week longer from referral to assessment.

Figure 2.10   Those still active/completed – number of weeks spent on different stages of SY/MF

Source: Llamau SY/MF MI; ICF

Figure 2.11   Those on hold/exited – number of weeks spent on different stages of SY/MF
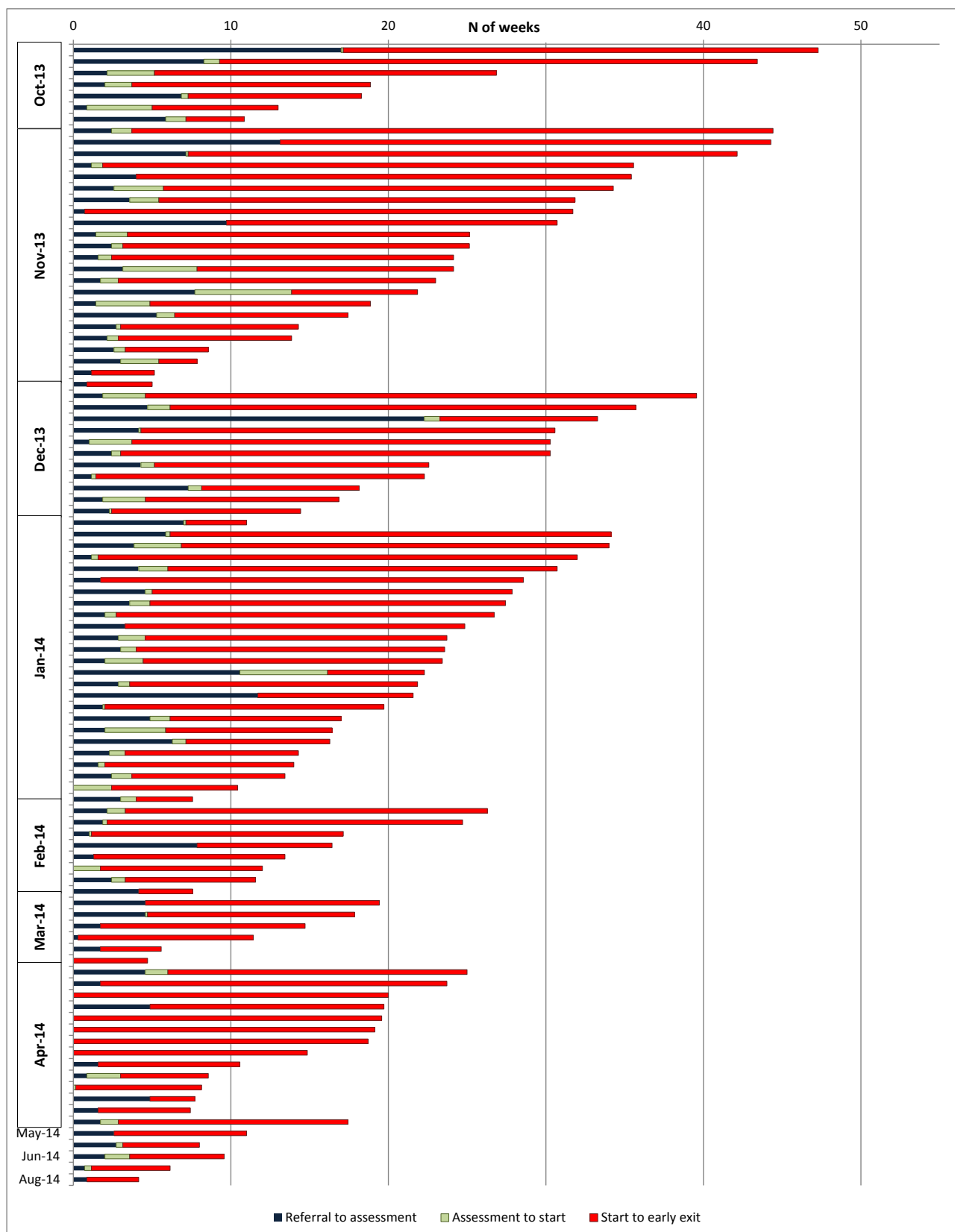
Source: Llamau SY/MF MI; ICF

Feedback from the case studies (see Section 3.3) and Llamau's quarterly performance reports suggests that many young people referred on to the SY/MF project were not appropriate. Table 2.7 shows the proportion of none starters, assessed but did not engage and starters as a proportion of referrals (excluding those awaiting assessment).

The number of referrals declined significantly in the second six month period from 234 to 146, a fall of almost 40%. This ties in with the efforts to clarify for whom the SY/MF project is appropriate (see Section 3.3 below).

In the first six months of SY/MF 76.9% of those referred started the project, and in the second six months this had risen slightly to 80.1%. The proportion of none starters remained at the same level. The biggest change was a fall in those assessed but who did not then engage. This group fell from 10.7% in the first six months to 6.8% in the latter six months.

Almost one on five young people referred on to the SY/MF project do not subsequently start. This has implications for the resources of those organisations involved in the referral and assessment process, and the aspirations of young people.

Table 2.7   Percentage starts and non-starts by month of referral

Month referred on to SY/MF	% of Total				Total (No.) (excl. awaiting assessment)
	None starters	Assessed but not engaged	None starters/ assessed but not engaged	Starters	
Oct-13	14.8%	3.7%	18.5%	81.5%	27
Nov-13	10.0%	8.0%	18.0%	82.0%	50
Dec-13	16.7%	13.3%	30.0%	70.0%	30
Jan-14	9.5%	9.5%	19.0%	81.0%	63
Feb-14	16.7%	22.2%	38.9%	61.1%	36
Mar-14	10.7%	7.1%	17.9%	82.1%	28
Average 1st 6 months	12.4%	10.7%	23.1%	76.9%	234
Apr-14	13.0%	8.7%	21.7%	78.3%	46
May-14	21.7%	8.7%	30.4%	69.6%	23
Jun-14	9.1%	4.5%	13.6%	86.4%	22
Jul-14	10.0%	3.3%	13.3%	86.7%	30
Aug-14	13.3%	13.3%	26.7%	73.3%	15
Sept-14	10.0%	0.0%	10.0%	90.0%	10
Average 2nd 6 months	13.0%	6.8%	19.9%	80.1%	146
Total	**12.6%**	**9.2%**	**21.8%**	**78.2%**	**380**

Source: Llamau SY/MF MI; ICF

Table 2.8 shows the status of those who started on SY/MF. The data must be treated with some caution because of the amount of time young people are spending on SY/MF (see Figure 2.10 and Figure 2.11) and this will mean that, especially in the later months, there will necessarily be fewer young people who have exited early or put on hold.

With this important caveat in mind, it does appear that the mid-point of delivery (March to May) may have been a watershed, with a significant fall in the numbers and percentage exiting early or being put on hold. This may tie in with the decline in the number of overall referrals, and this being indicative of more appropriate referrals to SY/MF.

The trends in levels of those who exit early and who are put on hold should be monitored closely as they are indicative of the appropriate of referrals and the effectiveness of the initial assessment process.

Table 2.8   Percentage active and exited by start month

| Month started on SY/MF	% of Total				Total starts (No.)
	Exited	On hold	Exited and on hold	Active/ Completed	
Oct-13	31.8%	9.1%	40.9%	59.1%	22
Nov-13	56.1%	4.9%	61.0%	39.0%	41
Dec-13	57.1%	4.8%	61.9%	38.1%	21
Jan-14	47.1%	7.8%	54.9%	45.1%	51
Feb-14	36.4%	18.2%	54.5%	45.5%	22
Mar-14	26.1%	8.7%	34.8%	65.2%	23
Average 1st 6 months	44.4%	8.3%	52.8%	42.2%	180
Apr-14	36.1%	13.9%	50.0%	50.0%	36
May-14	18.8%	18.8%	37.5%	62.5%	16
Jun-14	5.3%	10.5%	15.8%	84.2%	19
Jul-14	3.8%	15.4%	19.2%	80.8%	26
Aug-14	9.1%	9.1%	18.2%	81.8%	11
Sept-14	0.0%	11.1%	11.1%	88.9%	9
Average 2nd 6 months	16.2%	13.7%	29.9%	70.1%	117
Total	33.3%	10.4%	43.8%	56.2%	297

Source: Llamau SY/MF MI; ICF

2.8   High levels of support have been delivered: three quarters have undertaken a work placement; 2 out of 5 have achieved a qualification

Figure 2.12 shows SY/MF participant starts, and how many of these received training, a work placement, mentor support, and achieved a qualification.

Of those active/completed, more than four out of five have received some training (82.5%), just over half have undertaken a work placement (50.3%), more than one in five have received support from a mentor (22.2%), and of those who have received training two out of five have achieved a qualification (37.7%).

Those placed on hold or who have exited early, have still received a lot of support. More than nine out of ten have received some training (92.3%), over one in seven have undertaken a work placement (14.6%), 13.8% have received mentor support, and more than one quarter have achieved a qualification (26.2%).

Of those with no previous qualifications, one third of those who were active/completed (33.3%), and 29.4% of those on hold/exited achieved an ESW or Agored qualification through SY/MF.

Figure 2.12   Support received
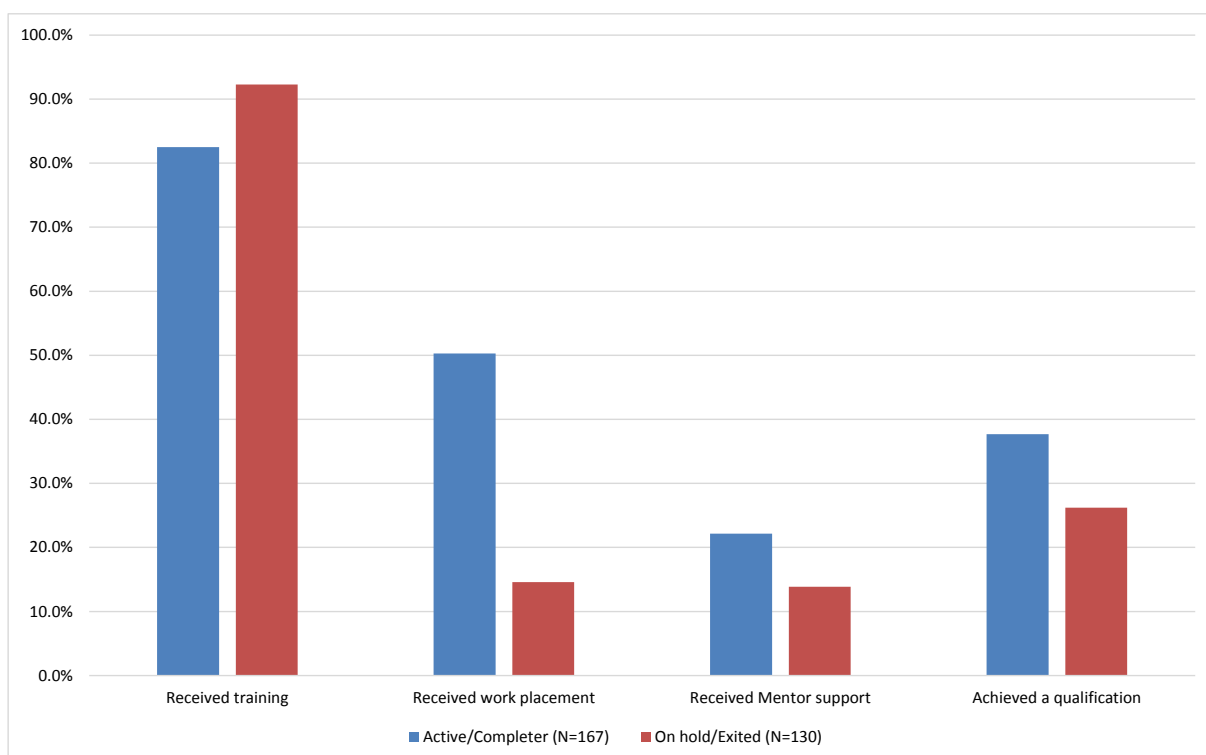
Source: Llamau SY/MF MI; ICF

Table 2.9 shows the support received by whether the young person has a risk factor or not, and the SY/MF 'Route' they have been placed on.

Of those assessed as not needing pre-employability support to start a work placement (Route 1s), over one quarter (25.0% with no risk factors and 23.5% of those with a risk factor) have still received some form of training support.

Even for the most challenging young people on the SY/MF project (i.e. those identified with a risk factor and assessed as needing intensive pre-employability support - Route 3) almost one in five (19.8%) have been on a work placement.

Table 2.9   Support by risk factor and route

Risk factor	Route	% engaged in training	% engaged in a work placement	% engaged in Mentoring	No.
No risk factor	Route 1	25.0%	37.5%	0.0%	8
	Route 2	62.1%	44.8%	20.7%	29
	Route 3	66.7%	27.8%	27.8%	18
At least one risk factor	Route 1	23.5%	47.1%	17.6%	34
	Route 2	62.1%	48.3%	26.4%	87
	Route 3	65.3%	19.8%	12.4%	121
Total		**58.2%**	**34.7%**	**18.5%**	**297**

Source: Llamau SY/MF MI; ICF

3   Referral, Engagement and Induction

3.1   Initial demand for the service has been higher than expected

There has been an extremely high number of referrals to the Symud Ymlaen/Moving Forward (SY/MF) project to date. This has meant the project has largely exceeded referral targets in the first year of delivery (see Section 2). Discussions with referrers and delivery staff highlighted that this has been driven by **high demand for support across the SY/MF target group.** The high number of referrals to the project itself reflects the level of demand for this type of support for the specific vulnerable group of young people the project is targeting. There was also clear consensus across youth offending services and looked after care teams of the importance of tailored interventions in order to support the progression of young people who had offended and young people in care - often characterised by additional barriers to employment and training compared with other groups of young unemployed people (i.e. NEETs).

"It is very difficult to find provision for the hardest to help clients such as [the SY/MF target groups]. Without SY/MF there wouldn't be anything else because of their history of offending and the additional barriers they face in engaging with employment and training".

"If SY/MF were not available the young people we have referred would have done nothing. Mainstream provision is not appropriate for many of our young people (i.e. classroom-based) and most are currently unemployable. SY/MF is a practical approach, giving them support to move them closer to employment whilst trying to find work opportunities for them".

Mainstream provision was considered in most cases to not provide the type (i.e. non-classroom based) and level of support (i.e. a focus on life skills as opposed to purely vocational skills) needed to support the employment prospects of these particular groups of young people.

"Many of our young people are unemployable; it is not just about a lack of vocational skills but a lack of personal and basic skills needed for employment. Other schemes are available locally, Jobs Growth Wales we have had some success with, but SY/MF is specifically focused at the hardest to help, supporting the progression of those furthest away from employment".

Delivery staff reported a significant number of **inappropriate referrals to the project**, with a high number of young people referred to the project assessed as high risk and further from the labour market than the 6-8 week pre-employability support through the project could address in terms of preparation for a work placement. This in part reflected poor initial understanding of the SY/MF delivery model amongst referral agencies (discussed in section 3.3.2) – although a gap in alternative local provision for the target cohort was reported as a key driving factor.

3.2   Strong referral mechanisms underpin project delivery in the majority of areas

In areas such as Cardiff, Rhondda Cynon Taf, Swansea, and Powys, **partnerships reflected pre-existing well-established working relationships** between referral organisations and delivery partners, and effective links between key individuals within them. In Gwynedd and Anglesey where pre-existing relationships had not existed initial implementation had inevitably been slower, and the high number of referrals to the project in this context is a significant achievement.

In **two of the case study areas referral routes were not as well established, reflecting changes to the local delivery context and a reliance on a single point for referrals**. For example in Wrexham, original delivery was based on linking in with existing Local Authority pre-employability provision, with SY/MF providing a follow-on option through the work placement element. However, a re-organisation of public expenditure resulted in the removal of Wrexham Council's provision, which meant SY/MF delivery had to be re-profiled and re-promoted locally, and this had an understandable impact on referral volumes. In Blaenau Gwent and Caerphilly, the majority of referrals come via a single source (the Pre-VENT project[38]). This is largely due to the Pre-VENT team and SY/MF staff being based in the local youth services premises. Whilst current volumes of referrals remain high (see Section 2) Pre-VENT funding is due to end in October 2014, and this represents a risk factor for local SY/MF delivery.

Notwithstanding the exception of Blaenau Gwent, and Caerphilly, **a good range of referrers to SY/MF exist**. Principal referrers in most cases are Youth Offending Services (YOS) and Looked After Children Teams (LACT) but also include agencies such as: Careers Wales, local projects and youth services, as well as the SY/MF partner delivery organisations themselves. The balance of these reflects local contexts, for example, in Cardiff (where Llamau has a head office and a large training centre) there are a higher number of referrals from the Llamau team, and also Careers Wales who work closely with them as part of mainstream Learning for Life (L4L) provision.

The referral process is similar to that of other projects we have evaluated. As a first step, the referral agency interviews potential participants to see whether SY/MF is suitable for them. For young people assessed ready for the project, referral staff fill out the referral and risk assessment forms, and submit them to the main delivery partner. The forms contain basic information about the participant (National Insurance Number [NINO], address, etc.) and evaluation of risk factors for the workplace (such as possibility of self-harm, depression or substance misuse). However, **the scope and quality of referrals has varied** with some referrers checking just the basic conditions (such as age) and undertaking a risk assessment, whilst others assess the work-readiness of young people in more detail. The lack of selection was reported to have sometimes caused additional workload, as individuals not ready for the project were referred. Evidence suggests this is linked to two factors: a lack of other local suitable provision (as noted in section 3.1); and/or understanding of the SY/MF project itself (see Section 3.3.2 below).

3.3 Recruitment and engagement has been affected by the promotion of the project locally

3.3.1 Information has been slow to cascade from strategic to operational staff

Referral and initial engagement processes are critical in getting the 'right people' on the 'right programmes'. This was clearly reflected in the approach taken to promoting the SY/MF project. A national launch event for the SY/MF project was held by Llamau supported by the Welsh Government's Deputy Minister for Skills and Technology at GE Aviation in Nantgarw. The national launch event was supplemented by regional promotion via project presentations to promote SY/MF locally with key referrers, such as, YOTs and LACTs. In practice, discussions with operational contacts within referral partners at a local level highlighted poor initial understanding of participant pathways through the SY/MF project; and specifically, understanding that pre-employability training would be a key component of the delivery model for many young people referred.

> *"We thought the project was about offering young people work placements…"*

3.3.2 Low initial referrer understanding of participant pathways has resulted in the project in some areas being mistakenly promoted to young people as offering an immediate work placement

There was a high degree of consensus among referrers and delivery staff that initial poor understanding of the project delivery model amongst key operational contacts within referral partners, had resulted in the **project in some areas being mistakenly promoted to young people as offering an immediate work placement**:

> *"The promotion of the project wasn't always right. Many participants thought they would get a work placement straight away but for some it's a long process. It's important to emphasise the importance of pre-employability training; it's a test for some to turn up on time".*

> *"Initially we thought young people would be going out on work placements sooner than they actually were and young people were complaining they were 'bored' with attendance issues a problem. We now sell the project differently to our young people i.e. that a work placement is the end goal but they will be required to do pre-employability work first to get them ready for that".*

Inevitably this had **affected young people's understanding of SY/MF, which in practice resulted in some participants commencing the project with unrealistic expectations of what would be offered to them**. This had led to frustration among participants in need of basic skills and pre-employability training before being equipped to deal with a 6 month work placement.

> *"Some participants found it hard to commit to the training element. This was linked to the initial promotion of the project as a work placement with the opportunity to earn money from the outset. Young people were coming to the project with the expectation they would be earning £90 a week and then not understanding why they had to do some training before this".*

A Participant Information Pack was issued to referrers across Wales by Llamau following the first few months of implementation (February 2014) with the intention of improving both referrer and participant understanding and expectations prior to referral. Evidence from the case studies highlighted **this had improved understanding of the requirements of the project and reduced the number of referrals.** However, **in a few areas ongoing differences in partner's understanding of definitions when working with target groups has continued to impact on delivery** (see Section 3.6.1).

Recruitment and engagement follows a standard process for projects of this kind. In general (although there have been some variations in response to initial implementation challenges – see Section 5.3) the delivery model for SY/MF involves a standard process in each area. SOVA undertakes initial recruitment and assessment, including an outline Personal Development Plan (PDP) for young people. This is then followed up and refined by the main delivery partner in the local area as part of the induction and work readiness phase, that is: **Llamau** in Blaenau Gwent and Caerphilly, Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Torfaen, Newport, Wrexham and Vale of Glamorgan; **GISDA** in Gwynedd, Ynys Mon, Conwy and Denbighshire; **CBSA** in Carmarthenshire, Swansea, Pembrokeshire, Neath Port Talbot, and Powys.

3.4   Initial assessment has been taking longer than anticipated

There was consensus across referral and delivery staff that initial assessment was taking too long in many cases. This was linked to higher than expected referral volumes and subsequent (SOVA) capacity to undertake initial assessment. For example, in Cardiff and Rhondda Cynon Taf, SOVA's staffing issues reduced its capacity to undertake planned initial assessment responsibilities. This led to Llamau (as the main delivery partner in these areas) undertaking initial assessment[39]; a pattern replicated across other areas. In Carmarthenshire, for example, CBSA picked up some initial assessment work to reduce wait times. The MI analysis shows that average referral-assessment-start times have reduced over the life of the project, but there is still large variation (see Section 2.7.1).

Initial assessment forms cover: background information (prior learning experiences, preferred method of learning i.e. 1:1, small/large groups) and participant perceptions of their own: numeracy/literacy; ICT ability; opinion of their work readiness; future plans and interests. These are supplemented by Essential Skills checks as part of the induction process where participants are asked to answer a series of statements to determine confidence doing particular tasks under a number of themes: speaking and listening; numeracy; using a computer; and, work-related tasks. The statements are intended to unpick participant confidence and skills by presenting practical life and potential work-related scenarios using the following pattern: *'How confident do you feel when… taking verbal messages for other people.., asking for clarification when you don't understand something.., using a spreadsheet to show information.., I am always punctual and reliable when I have to be somewhere..'*. This information is then used to refine and develop participant Personal Development Plans (PDPs), with specified activities and outcome targets, and associated support. Based on the PDP, young people are referred onto one of the following routes:

■   Route 1 – ready for work placement immediately.

■   Route 2 – needs some training on essential skills but is ready for work placement.

■   Route 3 – needs training on essential skills and is not ready for work placement.

3.4.1   Assessment processes are standard for projects of this kind and considered appropriate and reasonable by delivery partners on balance

A few partners highlighted the high administrative costs associated with the project. However, partners also recognised the need for this in the context of the cohort they are working with.

Some partners also reported initial duplication of forms at the outset (such as participant contact sheets, timesheets, as well as monitoring and evaluation requirements). After raising these issues with Llamau, there has been a reduction in the administrative burden of SY/MF.

> *"The level of paperwork is a lot but I can't think of another way it can be done with less.'*

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[39] Llamau took on responsibility for initial assessment in Cardiff and neighbouring Rhondda Cynon Taf up to June 2014 when full responsibility was handed back to SOVA.

3.5 Involving participants actively as part of initial assessments has been important for supporting the engagement of young people and managing expectations at the outset

Delivery staff were clear that the involvement of young people as active participants in the initial assessment process was helpful. It had provided a useful way of cross-checking participant's initial perceptions of their own abilities and aspirations and grounding them in terms of workplace skill expectations.

> "Essentially it's about confidence, these young people don't know what type of skills they have; it's a nice shock for them finding out. It's about challenging them too – not covering old ground they may have done through other courses – the assessment process ensures this, and the project's adaptability, as well as treating the participants as adults".

> "Often participants come to us saying they are work ready, that their numeracy and literacy are fine; by talking through their initial perceptions and then asking them to rate themselves as part of the Essential Skills checks we can initiate a dialogue with young people around the types of things they might be expected to do in the workplace (i.e. speaking in groups; taking messages etc) and then manage expectations and support as needed around this".

This was reflected in conversations with young people themselves, as one participant explained:

> "….[Tutor] is really brilliant talking us through stuff, what you're good at and not good at, and helping you work on things you're not so good at….".

3.6 Effective intervention depends on identifying the most appropriate pathways for young people – strong operational relationships between those responsible for referral and initial assessment crucial

All partners involved in the delivery of SY/MF activities recognised the importance of getting participants onto the right route from the outset. Areas **where this was found to be working particularly well,** were **characterised by strong operational relationships underpinned by regular communication (formal and informal i.e. telephone and email) between the partners responsible for referral, initial assessment and induction.** For example, in Carmarthenshire, SOVA (responsible for recruitment and initial assessment) is based at the CBSA office (responsible for main SY/MF delivery) and attends CBSA fortnightly meetings. In Powys, close cooperation was a key feature of the initial recruitment and induction stages described by referral and delivery partners.

> 'Initial assessment has been effective in developing appropriate provision for the young people we have referred. This is extremely important from the outset and lots of discussion between us, the young person and [CBSA responsible for induction and delivery] has meant a consistency of approach'.

3.6.1 Differences in partner's understanding of definitions when working with target groups has continued to impact on delivery in some areas

In areas where this was working less well, this was often linked to differences in understanding and definitions when working with the target groups. In particular **differences in understanding of what 'work ready' means in practice between referrers and SY/MF delivery partners**. For example, in two areas, discussions with referrers identified some participants they considered, and assessed, as work ready (Route 1) who had been placed on pre-employability support (Route 3). On the other hand, discussions with delivery partners responsible for sourcing and supporting work placements, highlighted examples of participants being referred to them before being 'work ready' when they were not. This had led to difficulties with both gaining and sustaining placements, as participants failed to attend interviews and demonstrated both poor attendance and attitude in the workplace. As a result a **Work Readiness Checklist** was introduced by Llamau for use at the initial assessment stage to check participant's employability skills, and as a tool for both referrers (and participants) to demonstrate the expected level of work readiness before a placement could be sourced through SY/MF. However, in one area **discussions with operational referral partners identified 'buy-in' to the Work Ready checklist remains low**; and in another area, particular concerns were raised by delivery partners about the definition of 'work readiness' being applied to those with additional learning needs.

"I think in some cases the progress of participants with additional learning needs is not properly understood with opportunities to progress into employment restricted as they are judged on the same 'work readiness' criteria as those without additional learning needs".

"The work placement is what is unique about this project and for many of our young people is the element that will help them move on the most; the majority of young people we have referred we would class as 'work ready' - some of the criteria on the work-ready checklist (i.e. maintaining eye contact) is unrealistic given the group of young people they are working with. It could take some of these young people years to get to that stage but that doesn't mean they aren't work ready".

4 Symud Ymlaen/Moving Forward Support: Pre-employability Training; Work Placements; and Mentoring

4.1 The Agored Cymru/Essential Skills Wales qualifications for training work well – nationally recognised; highly adaptable to needs of participants

Symud Ymlaen/Moving Forward (SY/MF) delivers training to participants using nationally accredited qualifications (Agored Cymru and Essential Skills Wales). The training consists of two core parts – work related education (Entry level 3 and Level 1 qualifications) and Essential Skills. The work related education prepares participants for work experience identifying existing skills and strengths and areas for development, and how these are linked to careers. It also includes modules for job interview preparation, CV writing, ICT, health and safety, and other issues related to the individual needs of participants. The Essential Skills training consists of English and maths. The qualifications, being nationally recognised, **enable participants to 'bank' learning undertaken through SY/MF even if they are unable to engage with the entire project** – a key strength of the project given the recognition of, and challenges associated with, sustained engagement of the young people being targeted for support.

"One of our young people has now been exited off the project as he wouldn't take up any work placement; he has come away with a few qualifications now though in ICT and Cookery as a result of the project which will help move him forward in terms of independent living and a step further toward employability".

The Agored Cymru/Essential Skills Wales qualifications for the training are considered universally by delivery partners to work well. The qualifications consist of short modules, which are taught for two hours a week for a number of weeks - often on a one-to-one basis – making them **highly adaptable to the individual needs of participants**.

"If participants are assessed as having additional learning needs the [Agored Cymru/Essential Skills Wales qualifications] allow us to tailor training, deliver shorter training sessions, and use different [learning] methods".

4.2 Tutors approach of tailored, intensive one to one support important for participant retention and engagement

National stakeholders emphasised initial and sustained engagement with the defined target groups as a key challenge for delivery. Turbulent home lives, length of time and stability of care (such as foster care), types and severity of previous offending behaviour, are just some of the factors highlighted by both referrers and delivery partners as affecting engagement and sustained involvement with the project.

There was clear consensus across delivery partners of the importance of providing intensive one to one support, as well as adapting pre-employment provision to reflect participant interests (e.g. basic skills delivery tailored to a vocational area) for participant retention and engagement.

"Some young people just disappear; they move around a lot, it's part of their circumstances. We have had some participants re-offend and be subject to custodial sentences and others who have been affected by care structure changes. We had one participant who had to stop a work placement after two months due to them being moved to another local authority".

4.3 Preparing young people for the reality of, and expectations associated with, the workplace – value of pre-employability training

Delivery partners were unanimous in their view that the pre-employability training was an integral element in the SY/MF delivery model for most young people. There were mixed views about the relative importance of the pre-employability element amongst referrers, with greater emphasis largely on the work placement element (see section 4.5). However there was clear agreement of the value of the pre-employability training in preparing young people for the realities of the labour market, and employer expectations, in order to be successful in the workplace. **Providing work tasters and volunteering opportunities as part of pre-employability activities** was also considered important in this context.

'It is important we make young people realise the reality of the labour market; it is about challenging young people appropriately in a safe environment to help them understand pre-employability skills and needs – it is not just about managing employer expectations in terms of work placements – this is the value of the pre-employability training element'.

'Some participants can't tell the time, don't understand money, don't know how to get to work on time. The work tasters help them to understand their responsibilities, although it can be a long and time consuming process'.

Young people also reflected on the value of the pre-employability training highlighting its importance for developing understanding of different vocational areas and employment opportunities, which had led to career aspirations in some cases - and confidence more generally:

"It's not like school, we are learning but it's a different thing. Before this if you had asked me what I wanted to do I would have said any job, now I have a better idea…"

'We have done quizzes about careers and been asked to pick two job areas to find out more about them which has helped understand the type of jobs there are and what I might do'.

'I have been doing a CV to help me apply for work… and also improving my maths and English at the same time, which has given me more confidence'.

In one area, a few of the interviews raised **questions about whether the current timetable of one day per week for delivery was enough to have an impact on some participants.** If a participant misses a session there can be a gap of almost two weeks before they re-engage. There was recognition that the amount of contact time for delivery of the pre-employability support needs to be manageable for young people but a view that it would be **beneficial to increase this and that this could form part of preparation for work placements since these would require attendance on a much more regular basis**. In one area, paying for training was suggested to increase retention and engagement. This was linked more broadly to pay being a key driver of attendance (see Section 4.4); however in

many cases subsidies are available for young people from Local Authorities for attending training already[40].

4.4 Work placements are a key element in the delivery model - the 'hook' for engagement; supporting the employability of the target cohort

Through the project young people have access to a job opportunity for a six month period for a minimum of 25 hours per week, paid at or above the National Minimum Wage through the (Getting Ahead) SY/MF grant funding. Part of the support available through the project is matching temporary employment opportunities against participants' needs, aspirations and long-term goals. Discussions with delivery partners highlighted that **participation with SY/MF had been driven by the offer a well-paid work placement**:

> "For the young people there's a real incentive - £90 a week – it makes them easier to motivate to get involved".

> "The earnings are one of the major drivers for young people to engage with SY/MF. Besides their flexibility the work placements are well remunerated paying the UK minimum wage".

The work placement is considered, universally, by partners as a key element in the delivery model both in terms of the 'hook' for engaging young people in the first place but also in terms of supporting the employability of young people who had offended and young people in care who have to compete with other young people not in engaged in employment and or training (NEETs) for work opportunities – many of whom will not have the additional barriers characterised by young people in care and/or with offending histories.

> "The work placement is the big carrot to keep young people engaged – especially the prospect of being paid the minimum wage. It is the extra pull to make a big life change…."

> "The most positive element of the project is paid employment. Participants really want it, above and beyond the soft skills development they get. It helps them to make significant life changes and is a much more practical way of helping them, allowing them to make a living and be independent".

> "Young people who have offended and looked after children would really be at the back of the queue in terms of job placements and training without this initiative".

4.5 Differences in the value placed on the pre-employability training and work placement elements of the SY/MF delivery model

At a local level, discussions with SY/MF consortium partners highlighted differences in the value placed on the pre-employability training and work placement elements of the delivery model. **Referral agencies were more likely to emphasise the value of the work placements first and foremost** with the offer of a tailored work placement repeatedly viewed as the unique element in the support offered through the SY/MF project and which

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[40] Department for Education, *Participation of young people in education, employment or training: Statutory guidance for local authorities*, September 2014

had the capacity to move young people on the most in the short-term with the potential to affect a wider range of positive outcomes for young people more generally in the longer-term.

> 'Our young people have often had negative learning experiences; they want to work. Work can often be the thing that helps them turn their lives around and skills for employability should be built around the work placement or practical training as much as possible'.

> 'The work placements are the key bit of the project; pre-employability support is valuable but it is extremely difficult for these groups of young people to get work, which is crucial for independent living. Providing real work experience can help with getting a first step on the employment ladder, it's something that employers can see on their CV, as well as preparing young people for the real world of work; young people who have often been in the welfare system for long periods and become accustomed to being 'looked after''.

4.6 Main strengths of work placements are that they are tailored to participant's interests and aspirations

Partners with responsibility for sourcing and supporting work placements reported using **different methods to engage employers** with the SY/MF project, from 'door knocking' to personal contacts, and utilising organisational specialist business expertise and resources, for example, searches of in-house business databases and networks. **Employers who had worked with the delivery partners before on similar projects had been specifically targeted** *'as they have more experience of the types of problems that might arise in the workplace* that working with these young people might present'. Employer motivation for involvement with SY/MF was reported to be based on several factors: the wage subsidy (particularly important for small businesses), corporate social responsibility, and a willingness of employers to both support and source talent from within the local community.

In terms of approach, delivery partners identified the **main strengths of work placements is that they are tailored to participant interests and aspirations.** Those responsible for sourcing placements reinforced this view, however reflected that this has to be carefully managed – balancing participant interests and risk factors (both actual and those perceived by employers).

> "Reflecting young people's employment interests is central to sourcing work placement opportunities. However, we also have to consider this along with any risk factors presented. For example, if a young person wants to work in a garage but has a history of vehicle theft - this wouldn't automatically rule out this type of work placement but we would have to assess any risks presented".

4.6.1 Availability of work placements – wait times are too long in some cases

At the time of the research for this report, the number of work placements achieved across the case study areas remained low. However, areas **where work placements were found to be working well** were generally **characterised by pre-existing strong relationships with local employers willing to offer work placements**. For example, in Powys, Carmarthenshire and Swansea the CBSA has strong business contacts and many of the businesses offering work placements had been involved before with previous projects. This had enabled work placements to be arranged quickly, while respecting participant interests and geographical locations.

Wait times for work placements were considered too long by referrers in half of the case study areas. In these cases, referrers were clear that work placements had not been *'materialising as quickly as they need to'* for young people assessed as work ready and there was concern that some participants had been attending pre-employment support for a longer period than expected. Finding work placements has been an issue. A key barrier has been the need for the young person to have a contract of employment with the employer (see below). This barrier has now been removed as Llamau now holds the contract of employment.

> *"Some young people have been in centre for a while; I get the impression that work placements are difficult to find… and are taking longer to find than anticipated".*

> *"Some young people have been on the pre-employment provision for longer than the 6-8 week period even where they have been identified by the project as work ready. I think the availability of work placements is limited and proving difficult to source".*

Discussions with Employment Liaison Officers (ELOs) highlighted a number of challenges in securing work placements for participants:

■ **Restrictions associated with employer practice/policy:** such as administration costs, HR policy, organisational status (i.e. charity), and age requirements and/or preferences for particular roles. This had proved a significant barrier in terms of employer engagement with the project and was limiting both the range and availability of work placements that could be sourced.

> *"There are a large number of employers in the third sector who are unable to pay for work placements due to organisational status i.e. charity / volunteer-led"*

> *"..many SMEs are reluctant to put people on the payroll due to the administration involved and/or pay policy i.e. policy to pay staff above the minimum wage".*

> *"Many employers are looking for 18 year olds for 'front of house' roles' or in areas such as construction where there are regulatory requirements".*

These challenges were recognised by the project management team who at the time of the research were exploring opportunities to change the way participants are paid as part of work placements to alleviate some of the structural employment barriers identified. These changes have since come into effect – as from the 1 August 2014 Llamau has assumed responsibility for employment contracts under the project, paying participants for work placements directly. This is expected to increase the availability of work placements through the project.

■ **Managing employer concerns and motivations:** given perceptions of the cohort of young people they were looking to place (and any identified risks). ELOs emphasised the importance of managing employer concerns reflecting the 'stigma' associated with young people's histories and also the very real risks presented by some young people's offences in terms of the workplace (see Table 2.4). Discussions also highlighted the importance of mediating views that work placements are a source of 'free labour' as they require a real commitment from the employer to support young people.

> *"One of the young people we are looking to find a work placement for has a section 1 sex offence conviction – this has limited employer interest".*

■ **Participant barriers:** public transport was identified as a key barrier with *'many young people reluctant to travel short distances where it might involve two buses'*. This factor has the potential to impact more significantly on engagement and delivery in rural areas where public transport can be more infrequent and the time taken to travel from one place to another more time-consuming. Transport costs themselves were highlighted as a potential barrier in some cases along with associated placement costs (e.g. construction card, work-specific clothing, boots etc.).

Discussions with ELOs also highlighted that some sectors had proved more open to offering employment opportunities than others – for example, the construction industry and the hospitality sector.

4.7 Divergent views about the value of mentor support – effectiveness remains untested

Mentoring support through the project is offered on a 1:1 basis and tailored according to the needs of participants (as articulated in participant Personal Development Plans and on an on-going basis) based on a minimum of 2 hours per week for 6 months (120 hours overall) and on an increasing/decreasing scale; participant dependent. Support covers a range of in-work and pastoral support, tapered throughout the project to facilitate independence.

Number of mentors recruited significantly lower than planned – few participants allocated a mentor

Staffing issues and referral volumes have impacted on the capacity of SOVA to recruit and train volunteer mentors as planned. The SOVA Mentor Coordinator for South Wales left their post in March 2014 which reduced capacity to recruit mentors to support project delivery in South Wales. This, along with high referral volumes across the project, had limited the number of mentors recruited and allocated to participants in the first year of delivery. By the end of May 2014 Sova had recruited and trained 55 volunteers, and by the end of September 2014, 57 participants had been allocated a mentor, which remains significantly below the profiled target of 288.

Feedback from staff across all partners has identified that the **lack of mentors to support project participants has impacted heavily on the workload of partners responsible for pre-employability training and work placements due to the need to offer mentoring support to participants themselves**. In the first year of delivery the majority of participants who have proven ready for the workplace have remained in contact with pre-employability tutors and/or ELOs who, in the absence of mentors, have been offering additional support. This has resulted in higher than expected caseloads and putting a strain on their resources.

Discussions with delivery and referral partners identified **mixed views about the potential value of mentor support as part of the delivery model.** Those less clear about the value of allocating mentors to participants reflected that there is already a range of individuals to support young people who have offended and those in care – offering mentoring support through the project in this context may be surplus to requirements.

"Young people don't want [mentors] in most cases – they already have enough support from various agencies".

"The value of the mentor role is that it provides a consistent element from the start to end of young people's engagement with the project. Mentors have the potential to flag any issues early on and intervene, and provide important support for young people in making transitions from the project into other training and employment routes".

Those more positive about the value of the mentor role emphasise the consistency of support they could offer, particularly in terms of maintaining an overview of young people's situations, with the ability to intervene early on and direct support as circumstances arise.

These views notwithstanding, there was a clear consensus that the **slow implementation of the mentoring aspect in the first year of delivery has meant the effectiveness of this support remains untested**.

Mentor targeting: potential for capacity building; questions about the appropriateness of HE volunteers

Mentors are provided with rigorous training, which focuses on developing the knowledge and understanding of volunteers covering topic such as mental health awareness and suicide prevention, as well as more generic mentoring skills. The training is nationally accredited by Agored Cymru thereby **providing progression opportunities for volunteers through the SY/MF project**.

Discussions about the targeting of volunteers for the mentor roles identified that a range of approaches are being adopted. However delivery staff and referrers raised **questions about the appropriateness of targeting Universities and Higher Education students** for these roles on the basis of concerns related to:

■ Motivation and availability – university students often need to complete a set amount of volunteering hours within a particular timeframe due to course requirements; they are unlikely to be available at certain points in the year due to exams and holidays.

■ Credibility and suitability - being potentially close in age to the young people requiring support was not considered a benefit in this context; life experience – and particularly experience of the workplace – was emphasised as crucial for the success of this role.

5 Partnership Working

The Symud Ymlaen/Moving Forward (SY/MF) project relies on partnership working at a number of levels for its success. At a project level, different elements of delivery are the responsibility of different partners (see Section 1.2). At an operational level, providers have to work formally and informally with a range of partners to ensure effective delivery and impact. This does not simply extend to those directly involved in delivering SY/MF e.g. those who organise work placements and mentors, and those who refer participants. It can extend to more mundane matters such as physical meeting spaces and other practical elements involved in delivering a national project in every area of the country.

5.1 Established reputations of consortium partners important

Llamau's established reputation was considered important for supporting successful delivery, not only in relation to bringing together the partners and co-ordinating the original project and bid, but also in bringing together the **knowledge and expertise inherent within the consortium of delivery partners** thanks to delivering projects similar in scope and content (see Section 1.2 for details of the project consortium partners).

5.2 A Pan-Wales partnership: underpinned by delivery that reflects local contexts

The pan-Wales partnership was considered universally by national stakeholders and delivery partners as a key strength of the delivery model and there is good evidence that local partnership working is supporting delivery effectively across Wales. **Partnership has been a key feature of the delivery models observed through the eight case study areas, which highlighted both the importance of playing to local organisational strengths and expertise and the value of existing partnerships.**

SY/MF: the value of existing local partnerships

In Powys, partnership working is a key element in the SY/MF delivery model. Pre-existing operational working relationships enabled delivery to get off the ground quickly. Good levels of partner engagement are underpinned by this and regular informal communication (daily) between the key delivery partners (CBSA, CYT and SOVA) as well as more formal meetings to discuss delivery. This has been supplemented by strong links with other relevant agencies such as YOS, Careers Wales, LACT, JCP, which operationally has translated in resource sharing, for example, SY/MF tutors using other agency venues and facilities to deliver training to participants. The rural local context means that beneficiaries are dispersed across a wide area and local SY/MF delivery has been designed to reflect this and local partnership working is integral to delivering this.

Evidence from the eight case study areas also highlighted that SY/MF delivery has been underpinned by partnerships that have been developed to both take account of, and establish progression to and from, other local provision:

SY/MF Partnerships: supporting tailored intervention and progression pathways for young people

In Blaenau Gwent and Caerphilly, SY/MF delivery has been supported by a partnership that includes Pre-VENT: a European Social Fund project within Blaenau Gwent Youth Service that targets 14-19 year olds with education, training and employment needs. SY/MF delivery is being used to support young people engaged with the Pre-VENT project who have been identified as 'high need' and requiring additional 1:1 support *'..and who may have burned their bridges with other local training providers..'* as well as offering work placement opportunities for young people as part of progression from the Pre-VENT project. This tailored approach reflects a partnership approach that is participant-led rather as opposed to organisation-led.

This had not always been successful, for example in Wrexham where local provision SY/MF intended to link in with to develop progression pathways for young people through the work placement element has had to be re-structured due to austerity measures. However it reflects the commitment of SY/MF delivery partnerships to add value to existing local and mainstream provision.

5.3 High degree of flexibility within partnerships has underpinned successful delivery to date

All partners have demonstrated their commitment to partnership working offering flexibility within their designated roles in order to safeguard the continued success of the project. For example in Cardiff and Rhondda Cynon Taf, early implementation challenges associated with high volumes of referrals to the project resulted in some of the consortium partners taking on responsibilities outside of their intended remit to support initial delivery as follows[41]:

■ Llamau (the primary delivery partner) undertaking some of the initial assessment of participants in order that SOVA could focus resources on recruiting and training a bank of high quality mentors.

■ Llamau (pre-employability tutors) providing mentoring support to participants assessed as ready for the workplace to address gaps in the number of mentors recruited and trained.

■ CBSA and CYT ELOs providing additional mentoring support (alongside regular work placement contact with participants) to address gaps in the number of mentors recruited and trained.

These examples have been reflected across the other eight case study areas.

Consultation with national stakeholders during the initial stages of research, highlighted the two-year delivery timeframe of the project as a key challenge for the SY/MF partnership both for establishing and reaching stated target numbers of participants, and allowing sufficient time for the final six month placements to complete before the planned end date. Since then the decision has been taken by Big Lottery Fund to extend the project by 12 months, this means that it is unlikely to present the same set of issues around delivery for consortium partners.

5.4 Flexibility of the management of the project

This commitment to partnership working was also reflected in the national management approach taken by Llamau for the SY/MF project with evidence from the case studies highlighting the flexibility of the management approach in responding to feedback and issues arising. This has included, for example, streamlining project administration requirements in response to initial concerns raised about duplication of forms and level of monitoring paperwork. More recently, this has also been reflected in Llamau assuming responsibility for employment contracts in response to early feedback and practical barriers associated with engaging employers for work placements.

> *"It is to be welcomed that Llamau will hold the contract of employment for work placements under the project rather than employers themselves; the contract of employment was a barrier for a number of different employer types".*

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[41] These arrangements were anticipated to remain in place until the end of June 2014.

6 Conclusions and Recommendations

This section presents a summary of the interim findings and key conclusions. Based on these, recommendations are set out to support the continuous improvement of the Symud Ymlaen/Moving Forward (SY/MF) project.

6.1 Learning from the first year of delivery

Our interim findings demonstrate that the project overall has been well designed and delivered. Where issues have arisen Llamau have demonstrated a swift and determined effort to resolve them.

Our key conclusions are:

- **SY/MF is a much-needed intervention, filling a gap in provision for young people leaving care and those known to youth justice services**. There is a strong sense that the project is meeting a definite need for the two target groups and that the tailored pre-employability approach, combined with the prospect of a paid work placement, is a real draw for young people characterised by limited options.

- **There has been an extremely high number of referrals to date. This has meant the project has largely exceeded referral targets in the first year of delivery.** Evidence collected for this report has highlighted this has been driven by two key factors: **high demand for support across the SY/MF target group**; and a number of **inappropriate referrals**, for example young people assessed as high risk and further from the labour market than the 6-8 week pre-employability support through the project could address in terms of preparation for a work placement. To a large extent this reflected the SY/MF project offering the *only* available targeted support to the particular cohort of young people in many areas.

- **Young people referred on to SY/MF have additional support needs (ASN) and significant risk factors.** Virtually all young people referred have an ASN - especially low levels of work experience, basic skills and qualifications; more than four out of five have a risk factor, with a history of violence and aggression and/or alcohol or substance misuse a factor in half of those referred on to SY/MF; one third have two or more risk factors, and a quarter have four or more.

- **Initial and sustained engagement with the defined target groups remains a key challenge for delivery**. Turbulent home lives, length of time and stability of care (such as foster care), types and severity of previous offending behaviour, are just some of the factors highlighted as affecting engagement and sustained involvement.

- **The flexibility of the SY/MF delivery model – allowing participants to be put on-hold and re-engage later - is a key strength of the project.** Those who do exit or are put on hold still receive a large amount of support.

- **Despite efforts to ensure that those who are most appropriate are referred on to SY/MF, the drop-out rate still remains high.** Whilst there is tentative evidence to suggest those who start the SY/MF project are less likely to disengage, the levels of drop-out between referral and project start have not declined very much during the first year.

- **Delivery is underpinned by strong referral mechanisms in the majority of areas** – these largely reflect pre-existing well-established working relationships between referral organisations and delivery partners, and effective links between key individuals within them. In two areas referral routes were not as well established, reflecting changes to the local delivery context and a reliance on a single point for referrals. **In all other areas a good range of referrers to SY/MF exist**; principal referrers in most cases are Youth Offending Services (YOS) and Looked After Children Teams (LACT) but include agencies such as: Careers Wales, local projects and youth services, as well as the SY/MF partner delivery organisations themselves.

- **Recruitment and engagement has been affected by the promotion of the project locally.** Within referral organisations, information and communication has been slow to cascade from strategic to operational staff, resulting in a lack of initial project understanding across referrers at a local level. This had resulted in the project **in some areas being mistakenly promoted by referral partners to young people as offering an immediate work placement**. This had (by default) **affected young people's understanding of the SY/MF project** leading to: unrealistic participant expectations of what would be offered to them; and, frustration among participants in need of basic skills and pre-employability training before being equipped to deal with a 6 month work placement. Where this has arisen, **Llamau has undertaken concerted efforts to address this problem.**

- **The number of referrals on to SY/MF has declined reflecting efforts by Llamau to promote the project more appropriately.** Despite this the drop-out rate from referral to start has not declined very much. However, tentative evidence suggests that the drop-out rate of those who start the project is declining.

- **Involving participants actively as part of initial and skills assessments, particularly Essential Skills checks is a key strength of the SY/MF delivery model:** both in terms of supporting engagement and dialogue with young people and managing expectations and responsibilities from the outset, and for cross-checking participant's initial perceptions of their own abilities and grounding them in terms of workplace skill and other expectations.

- **All partners involved in the delivery of SY/MF activities recognised the importance of getting participants onto the right 'route' from the outset**: this has worked particularly well in areas characterised by strong operational relationships (at referral, initial assessment, and induction stages) underpinned by regular communication (formal and informal i.e. telephone and email).

- **In a few areas ongoing differences in partner's understanding of definitions when working with target groups has continued to impact on delivery**: in particular definitions of 'work readiness' applied to young people.

- **Those who start on the SY/MF project receive high levels of support.** Even those on hold or who have exited early have, on average, received more than 20 weeks of support.

- **The Agored Cymru/Essential Skills Wales qualifications for the training are considered to work well.** This is based on the qualifications having national recognition allowing participants to 'bank' learning; the qualifications also consisting of short modules, making them highly adaptable to individual needs of participants.

- **High proportions of SY/MF participants have gained a qualification**, including one in five of those who start but then are put on hold or exit early.

- The **tutor approach of intensive one to one support, as well as adapting pre-employment provision to reflect participant interests**, for example basic skills delivery tailored to a vocational area, has also been **important for participant retention and engagement**. Some questions were raised about the format of current pre-employability delivery – specifically whether the current timetable of one day per week was enough to have an impact on some participants, particularly if a participant misses a session there can be a gap of almost two weeks before they re-engage.

- There are **differences in the value placed on the pre-employability training and work placement elements** of the SY/MF delivery model, with **referral agencies more likely to emphasise the value of work placements first and foremost**.

- The **work placement is considered, universally, as the key element in the delivery model** both in terms of the 'hook' for engagement in the first place but also in terms of supporting the employability of young people who had offended and those in care who have to compete with other young people for work opportunities – many of whom who will not have the additional barriers characterised by these cohorts.

- In terms of approach, the **main strengths of work placements are that they are tailored to participant's interests and aspirations**. Where preferred occupation and occupation of the work placement can be identified, there is an exact match ion 60% of cases. Areas where work placements were found to be working well at the time of the research were generally characterised by pre-existing strong relationships with local employers willing to offer work placements.

- **Wait times for work placements were considered too long in half of the case study areas.** Referrers viewed that work placements are a crucial element in the project delivery model and that some young people assessed as work ready had been attending pre-employment support for a longer period than expected.

- **Availability of work placements.** A number of challenges in securing work placements for participants were identified. These include: **managing employer concerns and motivations** around the cohort of young people looking to place (and any identified risks) and mediating views that work placements are a source of 'free labour'; **employer recruitment and employment practices/policy**, such as, administration costs, HR policy and organisational status; **participant barriers**, including travel costs, and other costs associated with placements; and, and managing employer concerns with participant aspirations. **Despite these challenges more than half of active and completed participants had participated in a work placement. This is a significant achievement. The change to Llamau holding the young person's contract of employment instead of the employer has removed a significant barrier to employer engagement.**

- Staffing issues and referral volumes have impacted on the capacity of the project to recruit and train volunteer mentors as planned and **the number of mentors matched to participants remains significantly below the profiled target**. There are **mixed views about the value of mentor support as part of the delivery model -** the slow implementation of the mentoring aspect in the first year of delivery has meant the effectiveness of this support remains untested.

- **Mentors are provided with rigorous training**, which focuses on developing the knowledge and understanding of volunteers as well as more generic mentoring skills. The training is **nationally accredited thereby providing progression opportunities for volunteers** through the SY/MF project. However there are **questions about the appropriateness of targeting Universities and Higher Education volunteers** for the mentor roles on the basis of their availability, credibility and suitability.

- **Established reputations of consortium partners are important.** Llamau's established reputation was considered important for supporting successful delivery, not only in relation to bringing together the partners and co-ordinating the original project and bid, but also in bringing together the knowledge and expertise inherent within the consortium of delivery partners thanks to delivering projects similar in scope and content

- **There is good evidence that partnership working under the project is supporting delivery effectively across Wales – reflecting local contexts whilst developing a national pan-Wales partnership.** Partnership has been a key feature of SY/MF local delivery models. These have highlighted the importance of playing to local organisational strengths and expertise and the value of existing partnerships both for getting delivery off the ground quickly and sustaining work locally. All partners have demonstrated their commitment to partnership working offering flexibility within their designated roles in order to safeguard the continued success of the SY/MF project. This commitment to partnership working was also reflected in the project management approach taken by Llamau responding flexibly to feedback and issues arising.

- **The two-year delivery timeframe of the project represented a key challenge for establishing, and reaching stated target numbers of participants**, and allowing sufficient time for final six month placements to complete before the planned end date. However, since then, the **decision has been taken by Big Lottery Fund to extend the**

SY/MF project by 12 months, so this should not present the same set of issues around delivery.

6.2 Recommendations: supporting continuous improvement

Improvements to project delivery continue to be made by the Llamau management team as a result of continual consultation and feedback. The flexibility of the management approach has so far been reflected in the streamlining of initial project administration; and changes to the way participants are paid as part of work placements in response to practical employer challenges identified – as from the 1 August 2014 Llamau has assumed responsibility for employment contracts under the project, paying participants for work placements directly.

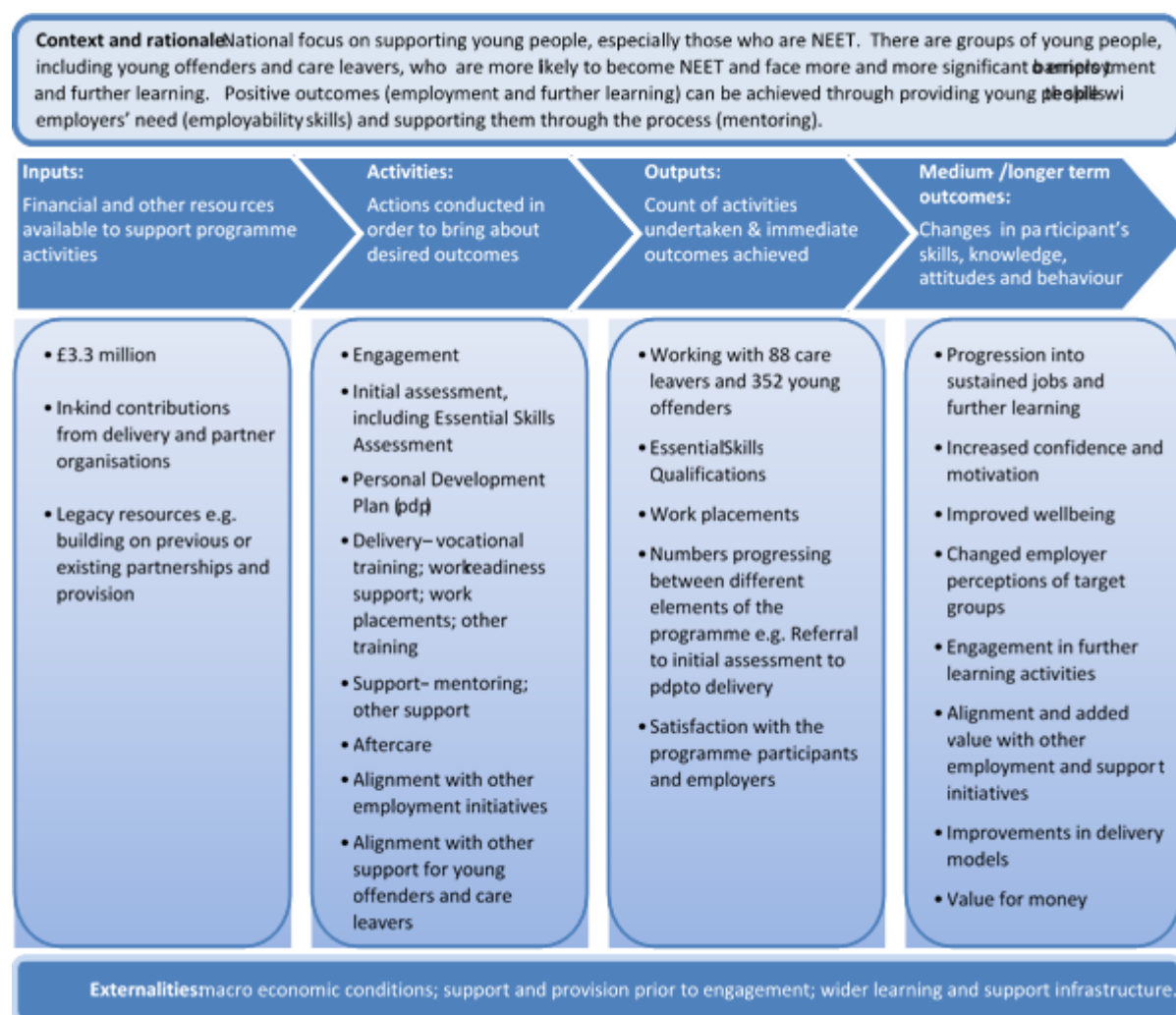Other areas for improvement based on the interim findings in this report include:

- **Continued forward planning and awareness raising in some areas to engage a wider bank of referrers** (for example in Blaenau Gwent and Caerphilly).

- **Ensure that awareness-raising activity also reinforces understanding of the project**. Evidence from the research has identified that a high number of young people referred to the project have been assessed as high risk and further from the labour market than the 6-8 week pre-employability support through the project can address. On this basis we would also recommend:

  - **Monitor and report as part of project MI the amount of pre-employability support young people are assessed as needing.** This could be used to monitor the 'work readiness' profile of young people referred to, and supported through, the project and provide further opportunity to identify the scale and level of local need; profile levels of drop-out from the project; and monitor implications for meeting completion and other outcome targets.

  - **Increase referrers understanding of the project to support appropriate referrals.** The project has been delivered on a universal basis to date. This is a significant achievement and has satisfied an unmet need. However, there would be benefit of reinforcing understanding of the project with referrers – specifically with respect to restrictions and the type and level of support available through SY/MF.

- **Continued careful management of referrer (and by default participant) expectations to ensure the importance of pre-employment provision prior to work placements is recognised**. For example, continue to use the Participant Information Pack to improve understanding of the requirements of the project locally; and explore the potential use of examples of good practice to highlight the importance of project pre-employability support.

- **Look at ways of improving understanding and securing agreement of what 'work ready' means in practice between referrers and SY/MF delivery partners**. In some areas differences in partner's understanding of definitions when working with target groups has continued to impact on delivery. Consideration should be given to adapting the Work Ready Checklist to reflect the progress of participants with additional learning needs. Highly engaged referrers could act as a champions to support peer learning and engagement.

- **Continue to improve the availability of work placements under the project.** There has been considerable success; however, some weaknesses have been identified and the work placement element of the delivery model is important for maintaining and increasing the credibility of the project with referral organisations and participants.

- **Consider the target profile of volunteers for mentor roles**. A review of the profile of volunteers recruited for the SY/MF mentor roles should be undertaken and the quality of these assessed in the context of their suitability and credibility – particularly in terms of life and work experience they can bring to the role (i.e. retirees and those made redundant compared with HE students).

ANNEXES

Annex 1   Evaluation Framework for Symud Ymlaen/Moving Forward

Supporting the theory of change approach and providing the overarching framework for the evaluation, the logic model below profiles the context, inputs, activities, outputs and outcomes of SY/MF. This will be a 'live' document throughout the evaluation and will be reviewed and updated as necessary to reflect changes in context, delivery, etc.

The logic model ensures that the evaluation remains wedded to the main objectives of the study: establishing whether and to what extent the Getting Ahead programme has met its stated aims and objectives.

Context and rationale National focus on supporting young people, especially those who are NEET. There are groups of young people, including young offenders and care leavers, who are more likely to become NEET and face more and more significant barriers to employment and further learning. Positive outcomes (employment and further learning) can be achieved through providing young people with employers' need (employability skills) and supporting them through the process (mentoring).

Inputs: Financial and other resources available to support programme activities	Activities: Actions conducted in order to bring about desired outcomes	Outputs: Count of activities undertaken & immediate outcomes achieved	Medium /longer term outcomes: Changes in participant's skills, knowledge, attitudes and behaviour
• £3.3 million • In-kind contributions from delivery and partner organisations • Legacy resources e.g. building on previous or existing partnerships and provision	• Engagement • Initial assessment, including Essential Skills Assessment • Personal Development Plan (pdp) • Delivery– vocational training; work readiness support; work placements; other training • Support– mentoring; other support • Aftercare • Alignment with other employment initiatives • Alignment with other support for young offenders and care leavers	• Working with 88 care leavers and 352 young offenders • Essential Skills Qualifications • Work placements • Numbers progressing between different elements of the programme e.g. Referral to initial assessment to pdp to delivery • Satisfaction with the programme participants and employers	• Progression into sustained jobs and further learning • Increased confidence and motivation • Improved wellbeing • Changed employer perceptions of target groups • Engagement in further learning activities • Alignment and added value with other employment and support initiatives • Improvements in delivery models • Value for money

Externalities macro economic conditions; support and provision prior to engagement; wider learning and support infrastructure.

In order to assess the evidence gathered in the context of responding to the overarching research questions, it is necessary to be clear about the measures by which 'success' will be judged for Getting Ahead – namely what are the intended outputs, outcomes and impacts and how can achievement of these be measured.

The table below sets out the measures that can be used to indicate progress in relation to the SY/MF project level outputs, outcomes and impacts.

Table 6.1   Output, outcome and impact measures

		Participants		Employers	Providers	Stakeholders	Overall
		Young offenders	Care leavers				
Impacts	Hard	Sustained employment; Further learning Other positive outcomes e.g. participation in youth activities Negative outcomes e.g. NEET, offending behaviour		Sustained employment; Further learning	Changed recruitment practices	Changes to delivery models and practices	Youth unemployment
	Soft	Confidence, motivation, and well-being			Partnership working	Partnership working	
	Other	Unintended consequences; deadweight; additionality; substitution; displacement					
Effectiveness		Satisfaction; Barriers identified and overcome; Levels of and reasons for drop-out		Satisfaction; Types of employer's engaged; Level and nature of training and development opportunities	Satisfaction; Challenges identified and overcome; Partnership working; Effectiveness of different stages and links between stages	Satisfaction; Partnership working; Challenges identified and overcome	Value for money; Project management and implementation; Alignment with other employment and support initiatives
		Identification, description and dissemination of effective practice					
Outputs		Levels of retention and achievement		Levels of employer engagement			

Annex 2   Case Studies

1. Powys

Local Area Context

Powys is geographically a large area but very rural with a relatively small population; around 132,705 people live in Powys[42], which with 25 people per square kilometre is less densely populated than Wales as a whole[43]. Around 46% of Powys residents were born in Wales and 23% of people aged three or more can speak Welsh[44].

There are 73 wards in Powys and 80 Lower Super Output Areas (LSOAs); none of the LSOAs are in the 10% most deprived in Wales overall and in terms of income and education. However Powys is the most deprived local authority in terms of access to services with nearly half (48.8%) of its LSOAs in the most deprived 10% in Wales[45].

In 2013 the employment rate in Powys was 75.9%. This was the highest amongst the 22 Welsh local authorities. In 2012 Powys had the lowest rate of children living in workless households amongst the Welsh local authorities; however the gap between the Wales average has widened from being 5.9 percentage points below the Wales average in 2004 to being 11.6 percentage points below the Wales average in 2012[46].

There are 35,601 children and young people (0-25) living in Powys, 29,136 of them are 0-19 years old[47]. The percentage of children in poverty (after housing costs) in Powys is 20%.[48] Powys has one of the lowest rates of Year 11 to 13 school leavers across Wales; with 2.2% of Year 11[49] and 3% of Year 13[50] school leavers who did not move into Education Employment or Training (NEET) in 2012.

There are 128 young offenders in Powys (representing 4.7% of all youth offending across Wales)[51] and there were a total of 150 looked after young people (2.6% of all looked after children in Wales) as of 31 March 2014[52].

Symud Ymlaen/Moving Forward Local Delivery Model

The Centre for Business and Social Action (CBSA) has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Powys. The diagram below illustrates the approach to SY/MF

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[42] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[43] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[44] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[45] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[46] Welsh Government (October 2014), Local Area Summary Statistics: Powys. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[47] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[48] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[49] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[50] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[51] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[52] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

programme delivery and partnership working in the area. In the context of the whole programme, Powys should achieve 4% of the total SY/MF referral target, which is at the lower end of the average target per area (4-6%)[53]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 1 – SY/MF Implementation: Local Delivery Model in Powys

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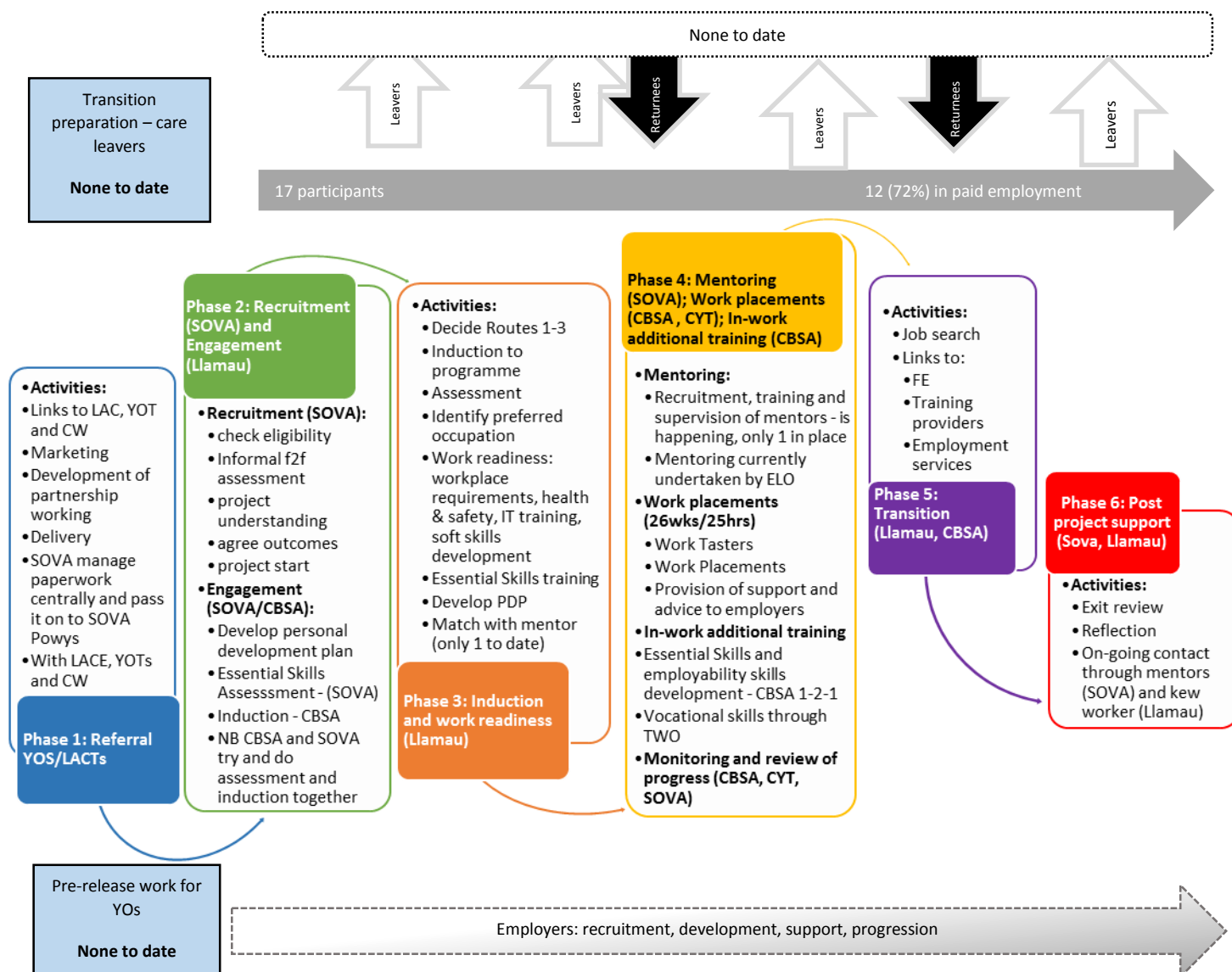
[53] SY/MF Q2 Monitoring Board Report

2. Blaenau Gwent and Caerphilly

Local Area Context

The combined local authorities of Blaenau Gwent and Caerphilly cover a predominately rural area; around 69,789 people live in Blaenau Gwent[54] which with 641 people per square kilometre is more densely populated than Wales as a whole[55]. Approximately 179,247 people live in Caerphilly,[56] which with 646 people per square kilometre is more densely populated than Wales as a whole. Around 88% of Blaenau Gwent and Caerphilly residents were born in Wales and 18% of people aged three or more in Blaenau Gwent can speak Welsh as can 21% of Caerphilly residents of the same age[57].

There are 16 wards in Blaenau Gwent and 47 Lower Super Output Areas (LSOAs); 10.6% of the LSOAs are in the 10% most deprived in Wales overall and in terms of income. Almost nine out of ten (87.2%) of Blaenau Gwent's LSOAS is in the most deprived 50% in terms of community safety[58]. In Caerphilly, there are 33 wards and 110 Lower Super Output Areas (LSOAs); 10.9% of the LSOAs are in the 10% most deprived in Wales overall. Over four fifths (83%) of Caerphilly's LSOAS is in the most deprived 50% in terms of education[59].

In 2013 the employment rate in Blaenau Gwent was 61.4% (the lowest amongst the 22 Welsh local authorities), while in Caerphilly this was 69.9% (the tenth highest). In 2012 Blaenau Gwent had the highest rate of children living in workless households amongst the Welsh local authorities, while Caerphilly had the fourth highest. In Blaenau Gwent the gap between the Wales average has narrowed slightly from 13.1 percentage points below the Wales average in 2004 to 12.6 percentage points below the Wales average in 2012[60]. In Caerphilly the gap between the Wales average has narrowed from being 11.1 percentage points above the Wales average in 2004 to being 0.5 percentage points below the Wales average in 2012. [61]

There are 20,907 children and young people (0-25) living in Blaenau Gwent, 16,271 of them are 0-19 years old. In Caerphilly, there are 54,872 children and young people (0-25) that live within the local authority, and 44,052 are 0-19 years old.[62] The percentage of children in poverty (after housing costs) in Blaenau Gwent is 30%, while in Caerphilly this is 28%.[63] Blaenau Gwent's rate of Year 11[64] school leavers is on par with the rate across Wales (4.2%), while Caerphilly's rate is much higher (5.9%).

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[54] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[55] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[56] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[57] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[58] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[59] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[60] Welsh Government (October 2014), Local Area Summary Statistics: Blaenau Gwent. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[61] Welsh Government (October 2014), Local Area Summary Statistics: Caerphilly. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[62] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[63] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf
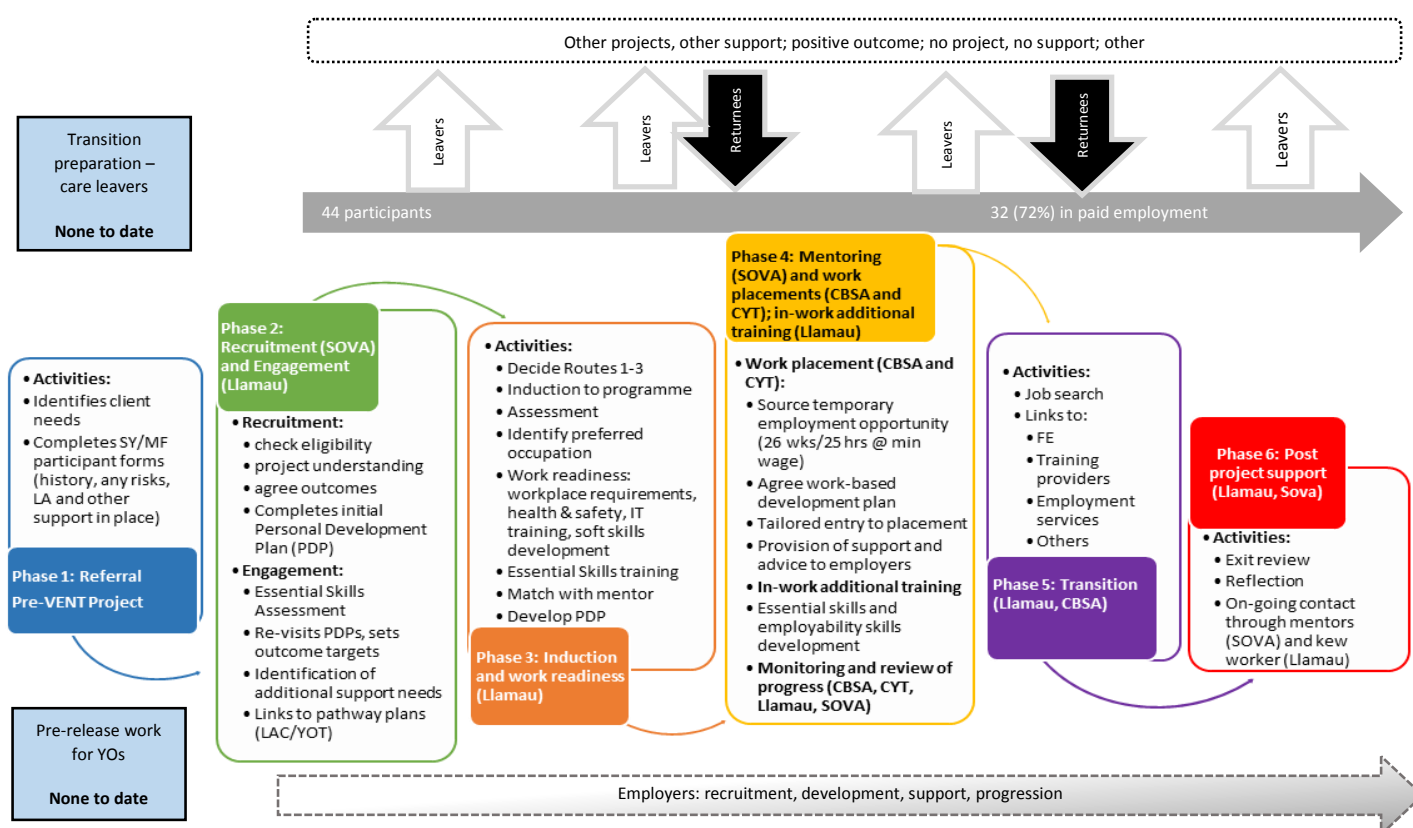
[64] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

Both Blaenau Gwent and Caerphilly have high rates of school leavers at Year 13[65] across Wales (7.2% and 6.8% respectively) who did not move into Education Employment or Training (NEET) in 2012. There are 322 young offenders in Blaenau Gwent and Caerphilly (representing 11.7% of all youth offending across Wales)[66] and in Blaenau Gwent there were a total of 145 looked after young people (2.5% of all looked after children in Wales) as of 31 March 2014, whereas in Caerphilly this figure was 275 (4.7% of all looked after children in Wales) in the same period[67].

Symud Ymlaen/Moving Forward Local Delivery Model

Llamau is responsible for the overall delivery and management of Symud Ymlaen/Moving Forward (SY/MF). Pre-VENT[68] are the main referrer of young people to the project. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area. In the context of the whole programme, Blaenau Gwent and Caerphilly should achieve 10% of the total SY/MF referral target, which is at the higher end of the average target per area (4-6%)[69]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 1 – SY/MF Implementation: Local Delivery Model in Blaenau Gwent and Caerphilly

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[65] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[66] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[67] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

[68] Pre-VENT referred young people to SY/MF up until October 2014

[69] SY/MF Q2 Monitoring Board Report

3. Cardiff

Local Area Context

Cardiff is the capital and largest city in Wales; around 351,710 people live in Cardiff[70], which with 2,505 people per square kilometre is more densely populated than Wales as a whole[71]. Around 75% of Cardiff residents were born in Wales and 18.8% of people aged three or more can speak Welsh[72].

There are 29 wards in Cardiff and 203 Lower Super Output Areas (LSOAs); 22.2% of the LSOAs are in the 10% most deprived in Wales overall and in terms of income and education. However Cardiff is the least deprived local authority in terms of access to services[73].

In 2013 the employment rate in Cardiff was 68.4%. This was the tenth lowest amongst the 22 Welsh local authorities. In 2012 Cardiff had the second highest rate of children living in workless households amongst the Welsh local authorities; however the gap between the Wales average has narrowed from being 2.2 percentage points below the Wales average in 2004 to being 1.6 percentage points below the Wales average in 2012[74].

There are 123,601 children and young people (0-25) living in Cardiff, 84,866 of them are 0-19 years old[75]. The percentage of children living in poverty (after housing costs) in Cardiff is 30%[76]. Cardiff has one of the highest rates of Year 11 to 13 school leavers across Wales; with 6.7% of Year 11[77] and 4.9% of Year 13[78] school leavers who did not move into Education Employment or Training (NEET) in 2012.

Figures for 2011-12 showed that there were 225 young offenders in Cardiff (representing 6.9% of all youth offending across Wales in 2011-12)[79,80] and there were a total of 610 looked after young people (10.5% of all looked after children in Wales) as of 31 March 2014[81].

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[70] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[71] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[72] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[73] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[74] Welsh Government (October 2014), Local Area Summary Statistics: Cardiff. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[75] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[76] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[77] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[78] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[79] Due to technical problems with IT systems, Cardiff was unable to report the number of young offenders for the 2012-13 period.

[80] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[81] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

Symud Ymlaen/Moving Forward Local Delivery Model

Llamau is responsible for the overall delivery and management of Symud Ymlaen/Moving Forward (SY/MF) in Cardiff. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

In the context of the whole programme, Cardiff should achieve 10% of the total SY/MF referral target, which is above the average target per area (4-6%)[82]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 3 – SY/MF Implementation: Local Delivery Model in Cardiff

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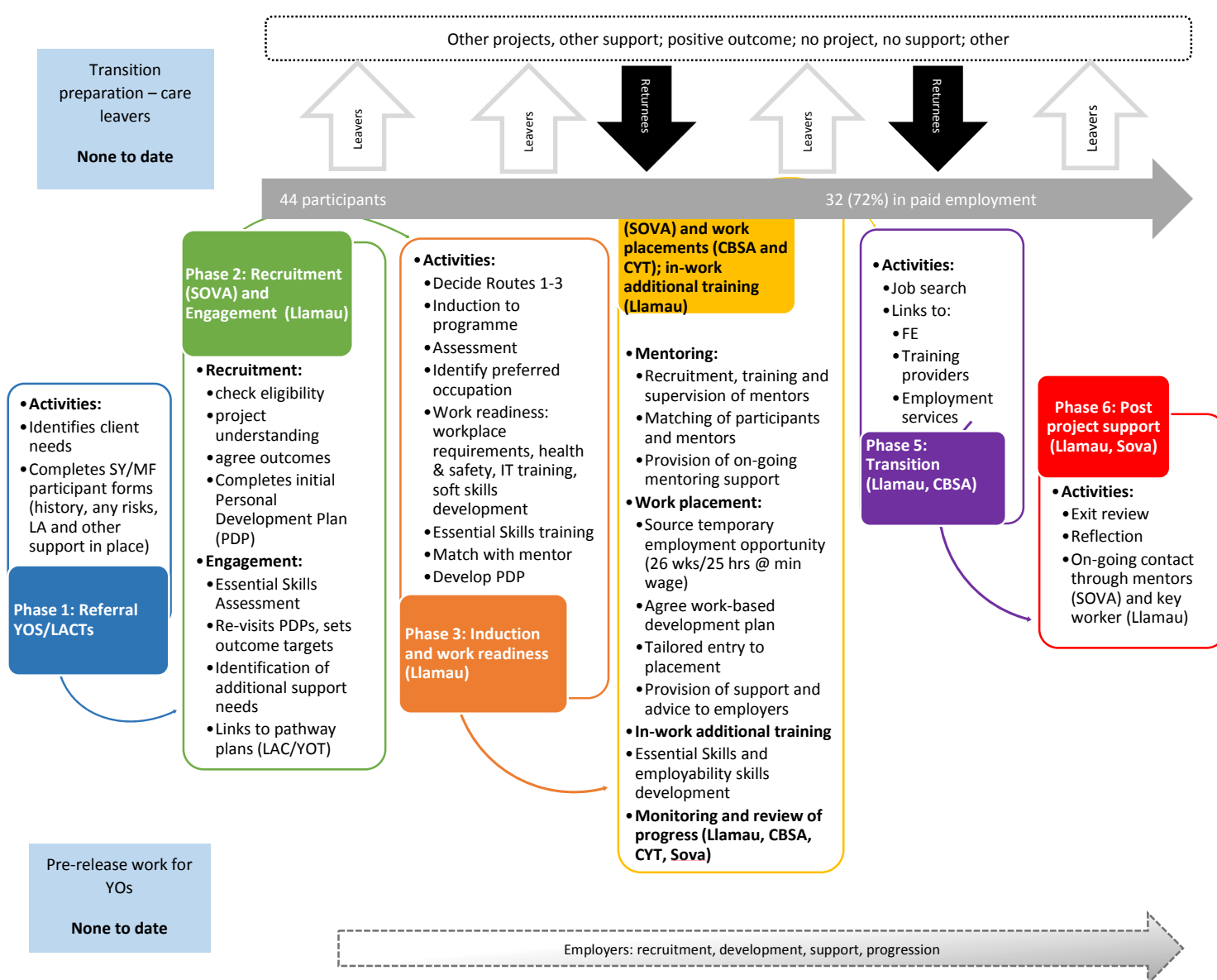
4. Carmarthenshire

Local Area Context

Carmarthenshire is an area in the south west of Wales that is partly rural in character; around 184,681 people live in Carmarthenshire[83], which with 77 people per square kilometre is less densely populated than Wales as a whole[84]. Around 76% of Carmarthenshire residents were born in Wales and 47% of people aged three or more can speak Welsh[85].

There are 58 wards in Carmarthenshire and 112 Lower Super Output Areas (LSOAs); 3.6% of the LSOAs are in the 10% most deprived in Wales overall. Almost a quarter (24.1%) of Carmarthenshire's LSOAs is in the most deprived 10% in Wales in terms of access to services.[86]

In 2013 the employment rate in Carmarthenshire was 67.4%. This was the eighth lowest amongst the 22 Welsh local authorities. In 2012 Carmarthenshire had the eleventh highest rate of children living in workless households amongst the Welsh local authorities; however the gap between the Wales average has widened from being 0.6 percentage points below the Wales average in 2004 to being 2.3 percentage points below the Wales average in 2012[87].

There are 52,592 children and young people (0-25) living in Carmarthenshire, 41,994 of them are 0-19 years old[88]. The percentage of children living in poverty (after housing costs) in Carmarthenshire is 27%[89]. Carmarthenshire's school leaver rate for Year 11 is almost on par with the rate across Wales, while it is much lower for Year 13; with 4.3% of Year 11[90] and 3.6% of Year 13[91] school leavers who did not move into Education Employment or Training (NEET) in 2012.

There are 260 young offenders in Carmarthenshire (representing 9.4% of all youth offending across Wales)[92] and there were a total of 245 looked after young people (4.2% of all looked after children in Wales) as of 31 March 2014[93].

Symud Ymlaen/Moving Forward Local Delivery Model

The Centre for Business and Social Action (CBSA) has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Carmarthenshire. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

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[83] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[84] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[85] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[86] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[87] Welsh Government (October 2014), Local Area Summary Statistics: Carmarthenshire. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[88] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[89] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[90] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[91] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[92] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[93] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

In the context of the whole programme, Carmarthenshire should achieve 7% of the total SY/MF referral target, which is just slightly above the average target per area (4-6%)[94]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 4 – SY/MF Implementation: Local Delivery Model in Carmarthenshire
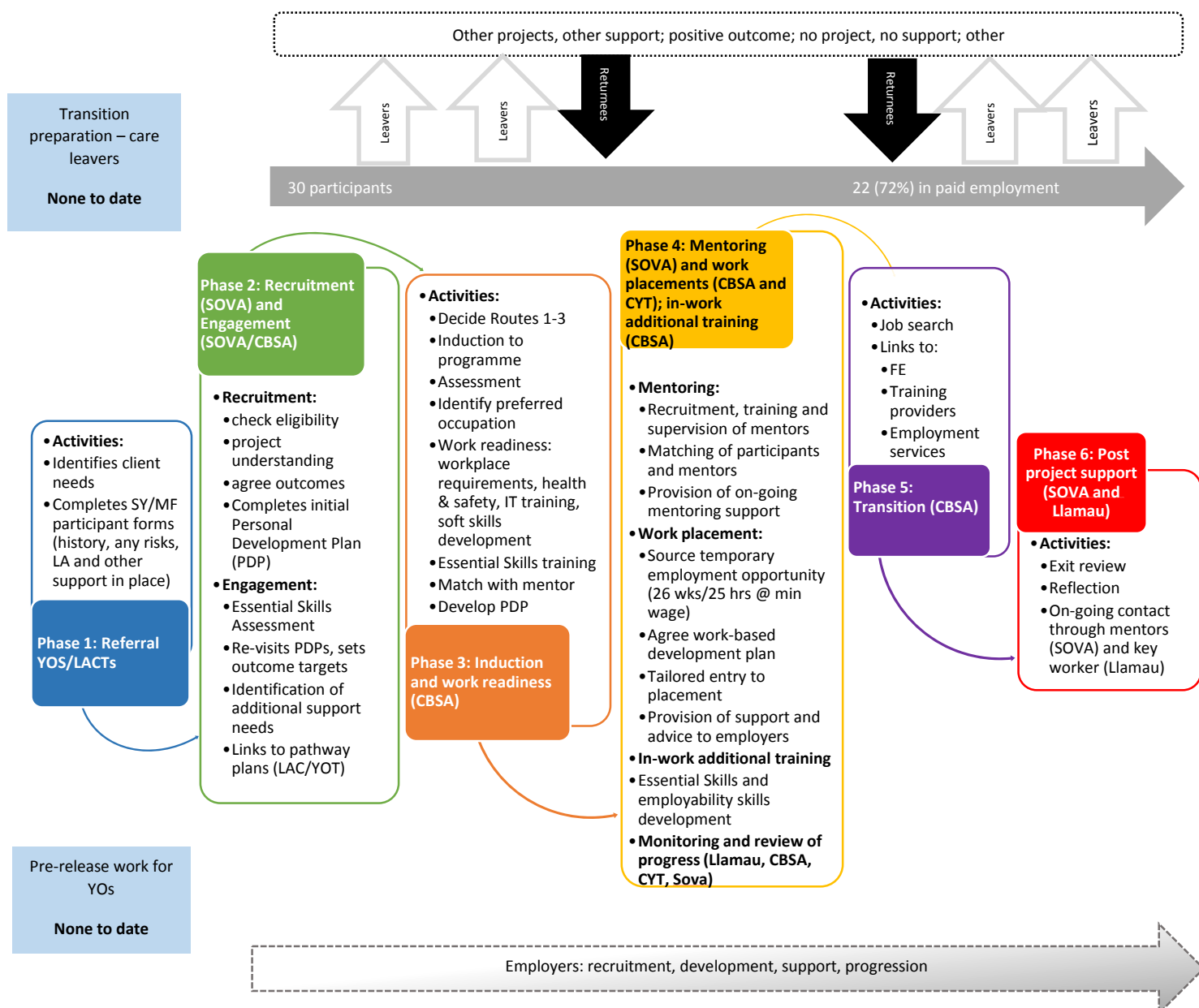
5. Gwynedd and Anglesey

Local Area Context

Gwynedd and Môn[95] (Anglesey) are counties in the north west of Wales and largely rural in character. Approximately 121,911 people live in Gwynedd and 70,091 people live in Anglesey [96], which with 48.1 people (Gwynedd) and 98.5 people (Anglesey) per square kilometre is less densely populated than Wales as a whole[97]. Around 71% of Gwynedd and 67% of Anglesey residents were born in Wales. Approximately 74.7% of people in Gwynedd and 62% of people in Anglesey aged three or more can speak Welsh[98].

There are 71 wards in Gwynedd and 75 Lower Super Output Areas (LSOAs); 4% of the LSOAs are in the 10% most deprived in Wales overall. Over a third (37.3%) of Gwynedd's LSOAs is in the most deprived 10% in Wales in terms of housing. [99] Anglesey has 40 wards and 44 Lower Super Output Areas (LSOAs); 4.5% of the LSOAs are in the 10% most deprived in Wales overall. Over a third (38.6%) of Anglesey's LSOAs is in the most deprived 10% in Wales in terms of housing. [100]

In 2013 the employment rate in Gwynedd was 70% and 69.7% in Anglesey. Gwynedd had the ninth highest rate amongst the 22 Welsh local authorities, while Anglesey had the eleventh highest. In 2012 Gwynedd had the seventh lowest rate of children living in workless households amongst the Welsh local authorities; the gap between the Wales average has narrowed from being 5.9 percentage points below the Wales average in 2004 to being 4.1 percentage points below the Wales average in 2012[101]. In 2012 Gwynedd had the fifth lowest rate of children living in workless households amongst the Welsh local authorities; 5.5 percentage points below the Wales average in 2004 and 5.4 percentage points below the Wales average in 2012[102].

There are 37,674 children and young people (0-25) living in Gwynedd, 27,955 of them are 0-19 years old[103]. The percentage of children living in poverty (after housing costs) in Gwynedd is 23%, whilst in Anglesey this is 26%[104]. Gwynedd and Anglesey has one of the lowest rates of Year 11 to 13 school leavers across Wales; with 3% and 2.4% of Year 11[105] and 3.2% and 5.3% of Year 13[106] school leavers who did not move into Education Employment or Training (NEET) in 2012.

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[95] We will refer to Mon as Anglesey

[96] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[97] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[98] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[99] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[100] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[101] Welsh Government (October 2014), Local Area Summary Statistics: Gwynedd. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[102] Welsh Government (October 2014), Local Area Summary Statistics: Isle of Anglesey. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[103] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[104] Child Poverty Action Group (2012), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[105] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[106] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

There are 153 young offenders in Gwynedd and Anglesey (representing 5.5% of all youth offending across Wales)[107] and there were a total of 185 looked after young people in Gwynedd (3.2% of all looked after children in Wales) and a total of 75 looked after young people in Anglesey (1.3% of all looked after children in Wales) as of 31 March 2014[108].

Symud Ymlaen/Moving Forward Local Delivery Model

Gisda has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Gwynedd and Anglesey. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

In the context of the whole programme, Gwynedd and Anglesey should achieve 5% of the total SY/MF referral target, which is in the middle of the average target per area (4-6%)[109]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 5 – SY/MF Implementation: Local Delivery Model in Gwynedd and Anglesey
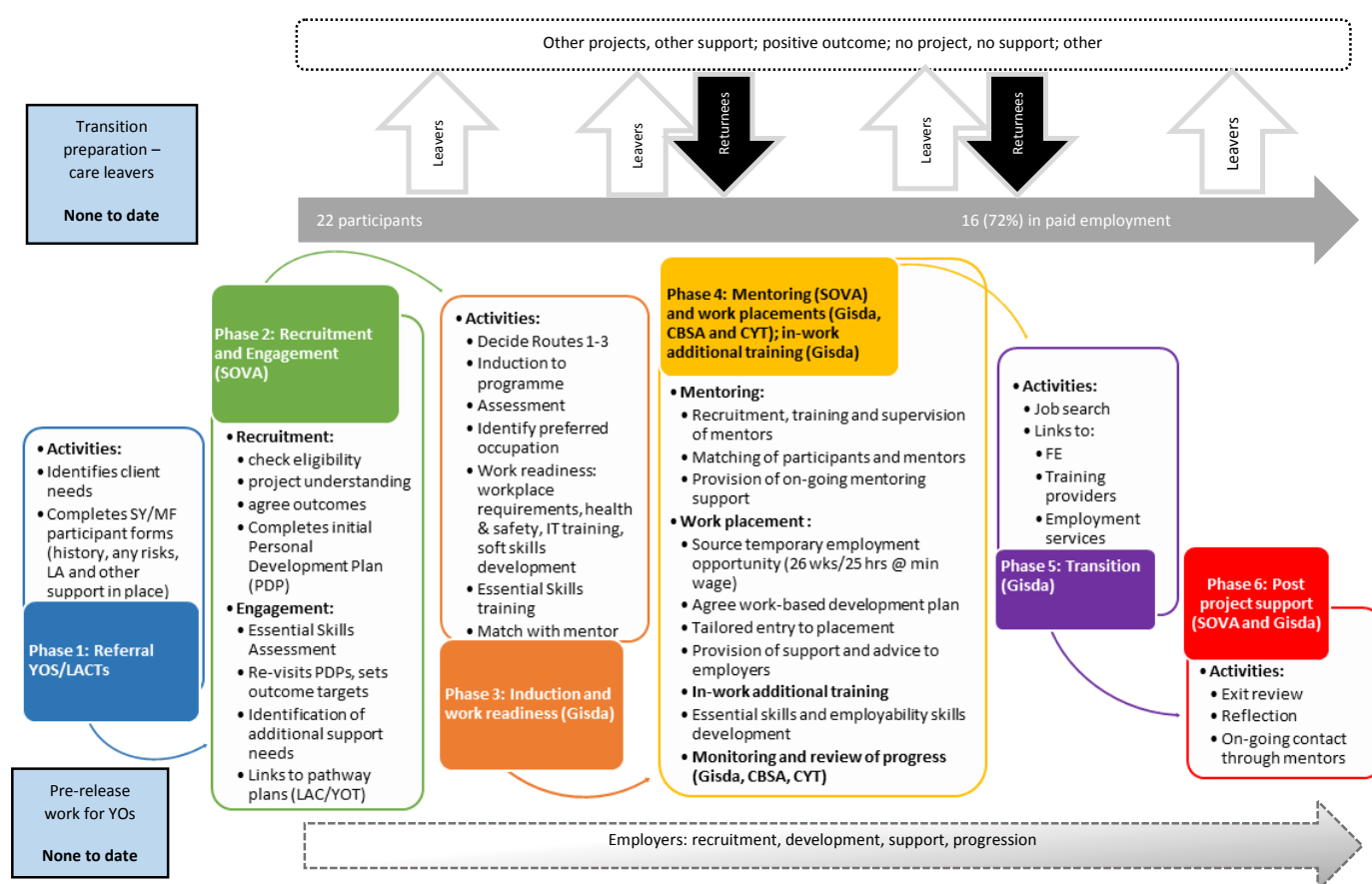
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[107] Supplementary tables – Youth justice statistics 2013-13. Available at:
https://www.gov.uk/government/statistics/youth-justice-statistics

[108] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

[109] SY/MF Q2 Monitoring Board Report

6. Rhondda Cynon Taff

Local Area Context

Rhondda Cynon Taf (RCT) is a county borough in the South Wales Valleys of Wales. It consists of 3 valleys: the Rhondda Valley, Cynon Valley, and Taff-Ely Valley. Approximately 236,114 people live in Rhondda Cynon Taff[110], which with 556.7 people per square kilometre is more densely populated than Wales as a whole[111]. Around 89% of Rhondda Cynon Taff residents were born in Wales and 23% of people aged three or more can speak Welsh[112].

There are 52 wards in Rhondda Cynon Taff and 152 Lower Super Output Areas (LSOAs); 15.8% of the LSOAs are in the 10% most deprived in Wales overall and in terms of education. Approximately 70.4% of LSOAs in Rhondda Cynon Taff are in the most deprived 50% in Wales. [113]

In 2013 the employment rate in Rhondda Cynon Taff was 66%. This was the fifth lowest amongst the 22 Welsh local authorities. In 2012 Rhondda Cynon Taff had the eighth highest rate of children living in workless households amongst the Welsh local authorities; however the gap between the Wales average has widened from 3.2 percentage points below the Wales average in 2004 to 5 percentage points below the Wales average in 2012[114].

There are 72,534 children and young people (0-25) living in Rhonda Cynon Taff, 56,356 of them are 0-19 years old[115]. The percentage of children living in poverty (after housing costs) in Rhondda Cynon Taff is 28%[116]. Rhondda Cynon Taff has one of the highest rates of Year 11 to 13 school leavers across Wales; with 4.5% of Year 11[117] and 9% of Year 13[118] school leavers who did not move into Education Employment or Training (NEET) in 2012.

There are 173 young offenders in Rhondda Cynon Taff (representing 6.2% of all youth offending across Wales)[119] and there were a total of 650 looked after young people (11.3% of all looked after children in Wales) as of 31 March 2014[120].

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[110] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[111] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[112] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[113] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[114] Welsh Government (October 2014), Local Area Summary Statistics: Rhondda Cynon Taff. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[115] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[116] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[117] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[118] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[119] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[120] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

Symud Ymlaen/Moving Forward Local Delivery Model

Llamau has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Rhondda Cynon Taff. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

In the context of the whole programme, Rhondda Cynon Taff should achieve 9% of the total SY/MF referral target, which is higher than the average target per area (4-6%)[121]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 6 – SY/MF Implementation: Local Delivery Model in Rhondda Cynon Taff

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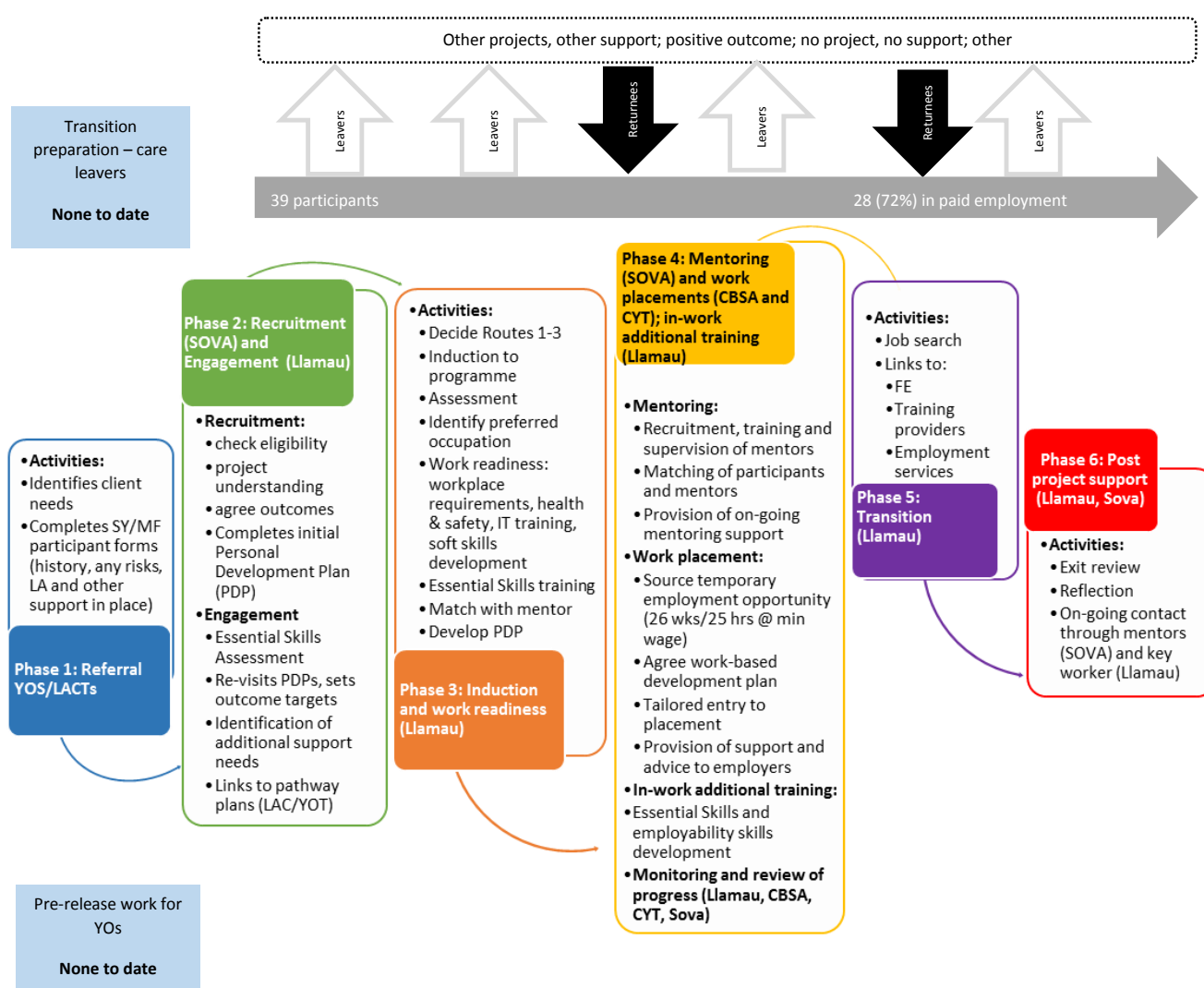
[121] SY/MF Q2 Monitoring Board Report

7. Swansea

Local Area Context

Swansea is a city and county in south west Wales; around 240,332 people live in Swansea[122], which with 632.9 people per square kilometre is more densely populated than Wales as a whole[123]. Around 83% of Swansea residents were born in Wales and 15.8% of people aged three or more can speak Welsh[124].

There are 36 wards in Swansea and 147 Lower Super Output Areas (LSOAs); 14.3% of the LSOAs are in the 10% most deprived in Wales overall. In terms of income, almost half (48.3%) of Swansea's LSOAs is in the 50% most deprived in Wales. Swansea is one of the most deprived local authorities in terms of access to services with 16.3% of its LSOAs in the most deprived 10% in Wales[125].

In 2013 the employment rate in Swansea was 64.8%. This was the fourth lowest amongst the 22 Welsh local authorities. In 2012 Swansea had the sixth highest rate of children living in workless households amongst the Welsh local authorities; the gap between the Wales average has narrowed from 2.4 percentage points below the Wales average in 2004 to being 2.2 percentage points below the Wales average in 2012[126].

There are 75,332 children and young people (0-25) living in Swansea, 54,812 of them are 0-19 years old[127]. The percentage of children living in poverty (after housing costs) in Swansea is 26%.[128] Swansea has one of the lowest rates of Year 11 to 13 school leavers across Wales; with 3.2% of Year 11[129] and 4.5% of Year 13[130] school leavers who were NEET in 2012.

There are 139 young offenders in Swansea (representing 5% of all youth offending across Wales)[131] and 540 looked after young people (9.3% of all looked after children in Wales) as of 31 March 2014[132].

Symud Ymlaen/Moving Forward Local Delivery Model

The CBSA, Sova and Construction Youth Trust has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Swansea. The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

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[122] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[123] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[124] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[125] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[126] Welsh Government (October 2014), Local Area Summary Statistics: Swansea. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[127] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[128] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[129] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[130] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[131] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[132] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

In the context of the whole programme, Swansea should achieve 7% of the total SY/MF referral target, which is slightly higher than the average target per area (4-6%)[133]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 7 – SY/MF Implementation: Local Delivery Model in Swansea

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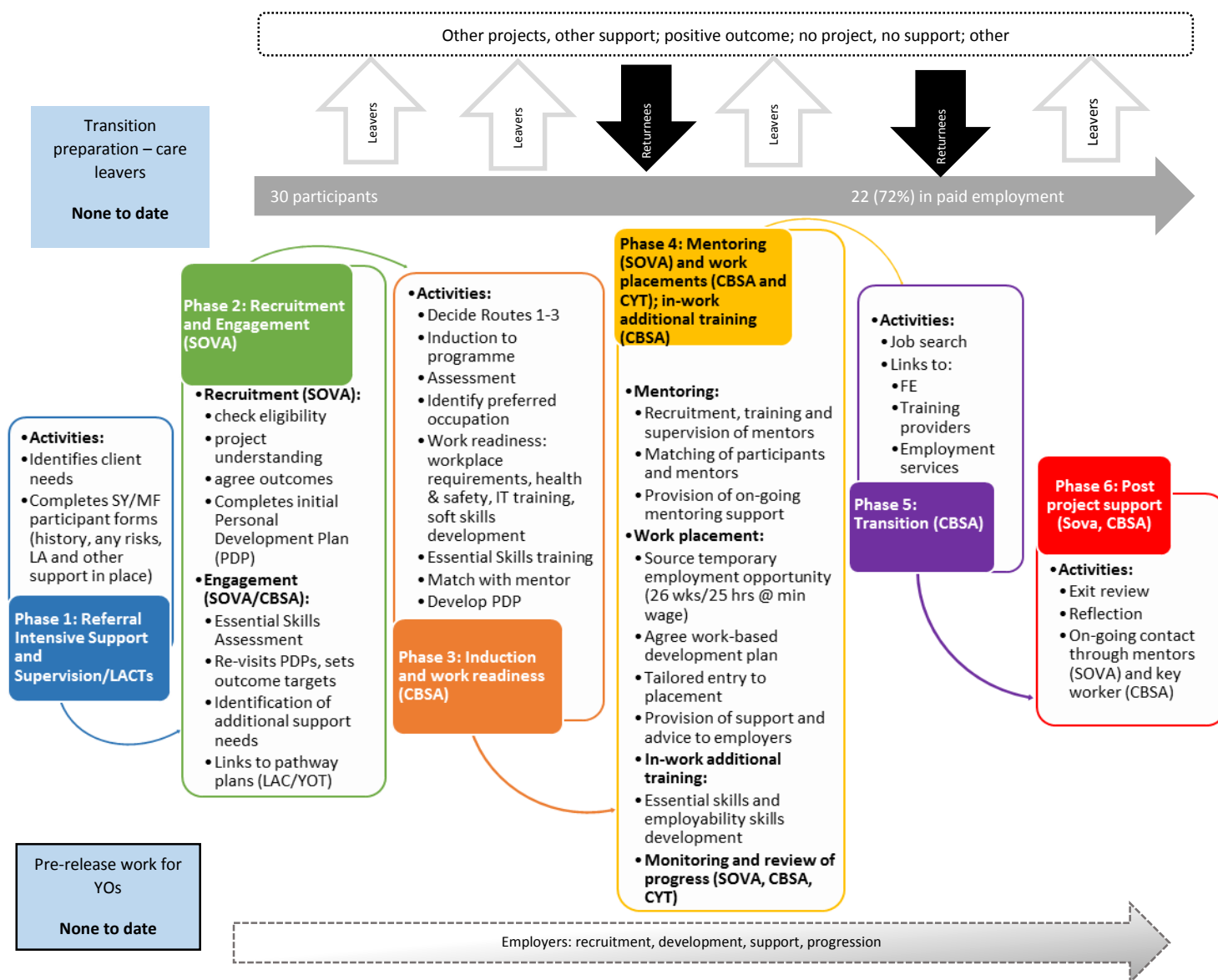
[133] SY/MF Q2 Monitoring Board Report

8. Wrexham

Local Area Context

Wrexham is the largest town in north east Wales; around 136,399 people live in Wrexham[134], which with 270.8 people per square kilometre is densely populated than Wales as a whole[135]. Around 70% of Wrexham residents were born in Wales and 20.8% of people aged three or more can speak Welsh[136].

There are 47 wards in Wrexham and 85 Lower Super Output Areas (LSOAs); 7.1% of the LSOAs are in the 10% most deprived in Wales overall. However Wrexham is the most deprived local authority in terms of access to housing, with over a third (36.58%) of its LSOAs in the most deprived 10% in Wales[137].

In 2013 the employment rate in Wrexham was 74%. This was the third highest amongst the 22 Welsh local authorities. In 2012 Wrexham had the nineteenth lowest rate of children living in workless households amongst the Welsh local authorities; the gap between the Wales average has slightly widened from being 4.2 percentage points below the Wales average in 2004 to being 4.5 percentage points below the Wales average in 2012[138].

There are 40,664 children and young people (0-25) living in Wrexham, 32,225 of them are 0-19 years old[139]. The percentage of children living in poverty (after housing costs) in Wrexham is 24%[140]. Wrexham has one of the lowest rates of Year 11 school leavers across Wales but highest rates of Year 13 school leavers across Wales; with 3.2% of Year 11[141] and 6.4% of Year 13[142] school leavers who did not move into Education Employment or Training (NEET) in 2012.

There are 229 young offenders in Wrexham (representing 8.3% of all youth offending across Wales)[143] and there were a total of 215 looked after young people (3.7% of all looked after children in Wales) as of 31 March 2014[144].

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[134] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Estimates/Local-Authority/PopulationEstimates-by-LocalAuthority-Year

[135] StatsWales (2013). Available at: https://statswales.wales.gov.uk/Catalogue/Population-and-Migration/Population/Density/PopulationDensity-by-LocalAuthority-Year

[136] StatsWales (2013) https://statswales.wales.gov.uk/Catalogue/Welsh-Language/AnnualPopulationSurveyEstimatesOfPersonsAged3andOverWhoSayTheyCanSpeakWelsh-by-LocalAuthority-Measure

[137] Welsh Government (2011), Welsh Index of Multiple Deprivation. Cardiff: Welsh Government. Available at: http://wales.gov.uk/docs/statistics/2011/110831wimdchild11summaryen.pdf

[138] Welsh Government (October 2014), Local Area Summary Statistics: Powys. Available at: http://wales.gov.uk/statistics-and-research/local-area-summary-statistics/?lang=en

[139] Census (2011). Usual resident population by four-year age groups, unitary authorities in Wales, London: Office for National Statistics.

[140] Child Poverty Action Group (2014), Child Poverty Map of the UK. London: CPAG. Available at: http://endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf

[141] Careers Wales Pupils Destinations from Schools in Wales: presented in Welsh Government, Statistical Bulletin, Young people not in education, employment or training (NEET) (Year to 31 March 2013), 24 July 2013, Table 5

[142] Careers Wales Pupils Destinations from Schools in Wales: presented in StatsWales, Destinations of Year 11 pupils in schools in Wales by local authority and year (EDUC0055), April 2013

[143] Supplementary tables – Youth justice statistics 2013-13. Available at: https://www.gov.uk/government/statistics/youth-justice-statistics

[144] Available at: https://statswales.wales.gov.uk/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After/ChildrenLookedAfterAt31March-by-LocalAuthority-Gender-Age

Symud Ymlaen/Moving Forward Local Delivery Model

Llamau has overall management responsibility for Symud Ymlaen/Moving Forward (SY/MF) in Wrexham.[145] The diagram below illustrates the approach to SY/MF programme delivery and partnership working in the area.

In the context of the whole programme, Wrexham should achieve 4% of the total SY/MF referral target, which is at the lower end of the average target per area (4-6%)[146]. Targets for each geographical area have been based upon their care leaver and offender populations as a percentage of the whole.

Figure 8 – SY/MF Implementation: Local Delivery Model in Wrexham

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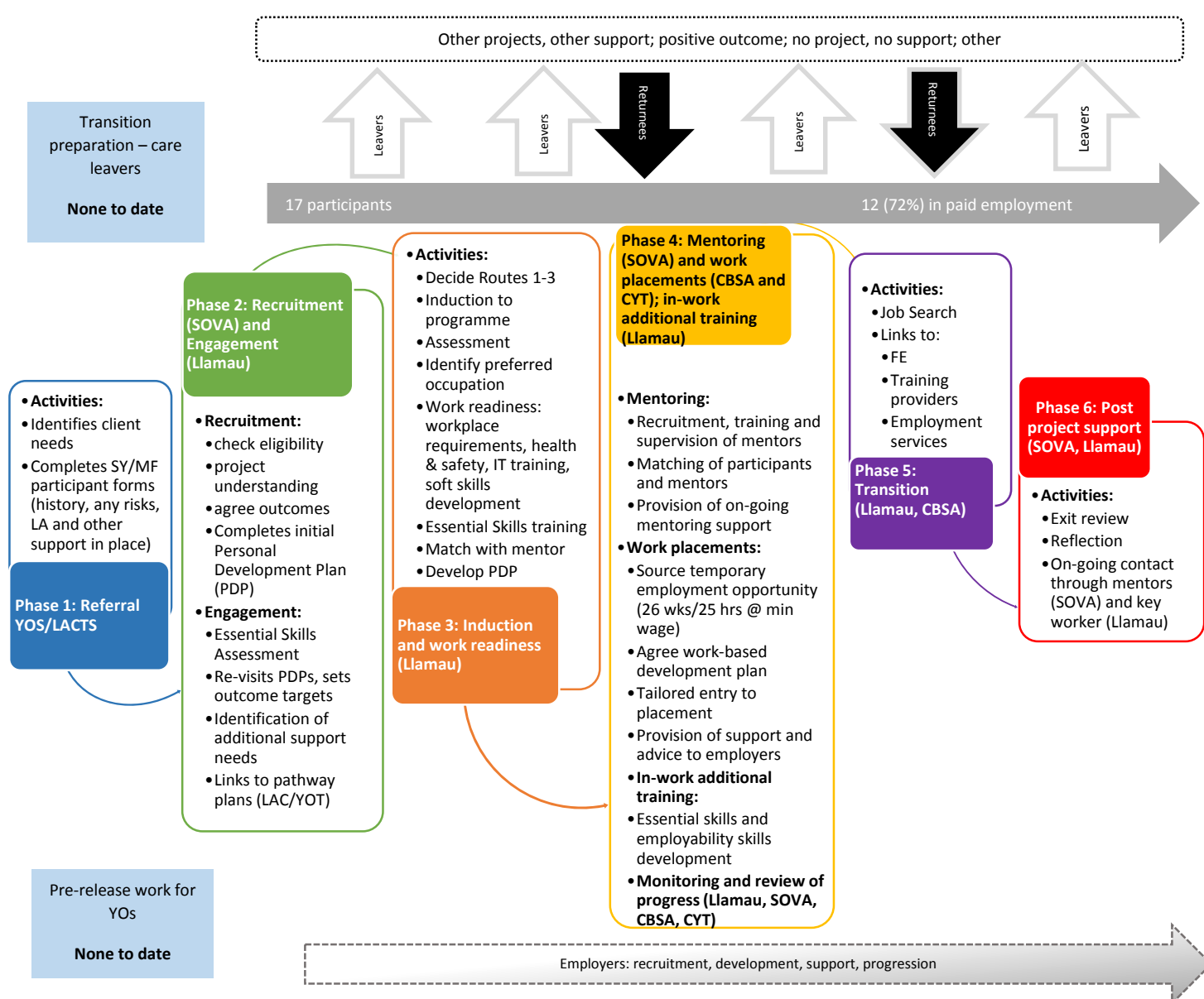
[145] Originally provision was to be linked to existing local authority provision – however, the case study provision was no longer operational.

[146] SY/MF Q2 Monitoring Board Report