

Appendix B East Area Partnership 03.07.25

Workshop 2 – Combined Table Responses

Challenges and Engagement

Participants asked to consider:

- Challenges facing young people in the area
- Who does not engage
- Where are the gaps in our support & engagement
- How do we encourage greater participation

Summary of table discussions:

- Shortage of welders, bricklayers – facilities, placements and teachers
 - NEETS – challenge, environment of a college
 - Mindset around semi – skilled work – not there
 - Need to get work subjects back in school from 14 years
 - Larger companies have an offshoot on site e.g. like Sewells are doing
 - Could we do something like this as a partner – Freedom Centre could facilitate local this
 - Something like construction HUB on Bransholme
 - Funding outcomes always linked to quals. Nothing semi skilled
 - No route for hard work
 - Companies offering apprenticeships but cannot get people to engage – do we phase in eg three days – upwards
 - Young people in East Hull get limited aspirations from parents
 - Young people don't know what is possible – until they see it – role models
 - Young people unable to pass maths exam
 - Sewells template for an employer, common apprenticeship
 - A number of orgs to support young people have something in place to coordinate – to the right place PROBE, HKR
 - PROBE placement 200 hours – paid on placement employed by PROBE – additional hours could be paid for by employer to ease them into work
 - Year 10/11 4 day education – 1 day work placement – ambassador role for businesses – benefits into work, value of work, businesses sell through schools
 - Welfare/benefit systems sometimes works against the family
 - YP event East Hull incentive, HKR stadium tour, The Mayor
 - Visible like Tick Tok edited by someone younger, closer to age
 - Make sure objectives are linked to 'connect to work' strategy.
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- Access to clothing for interview/workplace
 - Careers advice – appropriate/accessible
 - How do they find out what is available to them
 - Funding
 - Information sharing between professional needing cascading to young people
 - Need more technology support
 - Engagement during transition Yr 11 – 12
 - NEET day
 - Outreach – need to take activities to young people
 - Have a young person as the face of the project/intervention/apprenticeship

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- Buddies/mentors/ambassadors/champions
- Relationships
- School reach out during year 9-11 before it's too late
- Partnerships – professionals/voluntary and Community Sector offering joint programmes
- Skills sharing

- EMA was a help to encourage attendance/engagement
- Provisions overrun with EHCP needs
- What do people get with EHCP?
- Are requirement numbers for SEN/EHCP known – are there enough places
- No specialist provision maybe HKR or Humber Learning Consortium
- No vocational based learning in secondary schools to open up opportunities
- Support to families as well as NEET person
- Families with English as a second language, cultural difference. How do they know who to access, how to seek advice
- Prevention of NEETS what is in place for Yr 7 – 11, parental engagement, wrap and support
- Financial loss to family if apprenticeship gained
- Opportunity to learn from student voice report (circulate)
- Financial consequences for families not effective as already struggling
- Doom scrolling – influencers, unrealistic aspiration role models do not align with educational goal
- Reduced/minimal part time roles for young people to gain self confidence
- Substance access – affordable
- How do we encourage engagement – reduce on line – encourage face to face
- New ways of adopting reach – young people involved in social media advertisement
- More cultural events (especially local) back to ours – huge success, Zebfest, Humber St Bash
- Additional work experience opportunities throughout secondary school
- Greater vocational opportunities through Yr 7 – 11

- Get from age 11 academic A level onwards to those not wanting academia
- No alternative learning/skills
- Lack of support for those without quals
- No funding for 16-18 for functional skills
- No 19+ for functional skills
- Parental influence
- Lack of knowledge /support to encourage
- No knowledge of onward learning and training
- Learned behaviours
- Reliance on benefits – fear to move forward from supported living – lost this if work too much
- Apprenticeships wage too much as taking over threshold, lower wage wouldn't cover costs and less than benefits
- Lack of independence and reliance on parents/family typical for those with additional needs

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- Parents misunderstanding level of need required, kids 16+ are not used to being independent and can actually do thing/work once in, it's getting them in to start. Co-dependency
- When apprenticeships found, lack of support from the provider to find placements, poor ongoing support
- Movement insular to just East Hull, fear to travel/cost/barriers to access the rest of the city
- Mental health issues – isolation, confidence, issues of low self-esteem, lack of aspirations, struggle to then engage.
- So hard to get through the door, but once in, actions show.
- Those with lower academic outcomes seem to not engage, specially those that are 'well behaved' as they slip through the net. 'Bad kids' loud so seen.
- Generation NEET issues encourage non-engagement
- Services need to go to the people at times, rather than people come to the service, on location/dynamic
- Consistent commitment – takes time to engage
- Lack of self-esteem/worth/belief in them therefore don't value self
- Doesn't want to work – but won't admit that
- Attends job centre etc, does course but doesn't then commit – the course may not meet their needs, only the provider as they need funding so must send young people on courses
- Who picks up when the child moves on, if CP then Social Worker, Career advisor? But is there a follow up person?
- Advisor can't force into doing anything and once last day at school is gone, where is the overlap the gap, transition to FE or work?
- Should this start at Yr 1 – look at careers, sectors, opportunities – not at the end of school
- Build a path early to guide kids through options
- Guest speakers in schools from local companies
- Empathetic employers, culture of bad expectations from a younger person
- Needs experience – how do they get this when lack of chances
- Linked up systems – know who to go to – youth service knows the person, motivate, tailor the job prospects, link to learning etc
- Engage their interests utilise intelligence
- Rugby but then learning stemmed from hobby
- Embedded in learning links to everyday life
- Employability passport with the work (their interests, crafts, games, what they've done (reinforcing/scoring/coaching etc) then note down for them transferrable skills – shared data links can open up this engagement
- Collated information is required
- Partners to link up more
- Steady funding, sustainable staff/services
- Links across the city, use the vacant buildings so partners can make use of and provide the services
- Can use libraries but young people avoid
- Needs to be in the locality to enable them to go to without fear of venturing out of their own areas.
- Funding for delivery

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- Fragmented delivery needs to stop – need to collocate – since COVID
- Join NEET with elderly group that have various skills to share and mentor
- A lot of young people spend more time with adults rather than young people
- Many children practical rather than educational/academic
- Access to clothing for interview/workplace
- Many don't want education, they want to work
- School environment doesn't suit many NVQ's
- Works when want Maths and English in a functional/practical way
- Primary good – Secondary poor Pre to post 16 very difficult not working
- Connect to work – exceptional courses will accept 16-18 year olds to be placed, train and retain.
- Needs to be underpinned by Health sector CAMS over one year wait
- Really NEETS – Rotherham & Tower Hamlets – good practice – may work?
- Care Leavers – supported – if work lose benefits/rent etc
- Parents won't let child do an apprenticeship as they lose benefits - support for parents anxieties etc
- Young Enterprise scheme Mc4c 16-24 years build confidence
- School sent pupils homeworking – many of the ½ time workplans – no education
- Positive relationships needs and role models
- Using other council buildings on evenings and libraries for other education stuff e.g. IT skills
- COVID – behind socially but anxiety was ahead
- Many children lean via social media if interested in subjects
- Need an old Raywell St.

Our commitments as a partnership

- The Freedom Community Trust and The Freedom Centre will be a central component to the partnership to facilitate leveraging relocation of organisations to our support services to ensure effective delivery & partnerships or anything else that might Continue to work with schools/colleges across the region to prevent young people becoming NEET. Looking at activity linked to SIP.
- To focus Greatfield Big Local Partnership on its offer/commissioning of activities that support young people at risk of becoming NEET and their families, and young people who are NEET to engage socially & culturally en route to training, education, volunteering and employment
- Raise awareness of our service (Refresh) and other services.
- Look at the whole need of the person, not just drug and alcohol issues
- Promote educational/college when talking to young people. Investigate 16+ session at Freedom Centre and partners e.g. Hull Training, Child Dynamix.
- Explore the Sewell template/model – benefits of employment, mentors. Consider promotion, staffing, awareness.