

THE GREATER MANCHESTER
CAREERS & PARTICIPATION
STRATEGY

FOREWORD



Greater Manchester is embarking on an exciting period in its history with the signing of the Devolution Agreement in November 2014, followed by a series of additional agreements which have extended the scope and influence of devolved authority. The current devolution deal gives Greater

Manchester a once in a lifetime opportunity to create an integrated work and skills system that has the individual and employer at its heart. Through the reforms set out in the devolution agreement, GM can better integrate the employment and skills landscape, delivering improved services and ultimately better outcomes for GM residents and employers.

An integrated GM work and skills system will support more people into work and better able to progress in employment therefore responding to the challenge of reducing the productivity gap across GM. This is especially important for our young people to ensure that they have the skills and attributes required to become successful citizens.

This devolutionary agreement therefore gives GM the powers to stimulate greater employer investment between the supply of skills and the needs of business to ensure that residents have the skills required to fulfil business needs today through access to the Apprenticeship Grants, the Apprenticeship Levy aligned with other Apprenticeship reforms and provide the talent for the future forecasted growth industries in Greater Manchester. GM employers will be able to grow, have access to and invest in the skills they require for their workforce.

Our ambition in GM is to have the ability to influence further education provision and reshape FE post-19 skills system in the city region by incentivising skills providers to meet the needs of defined priority groups and move them into employment or further education. This will include working with Government and its agencies through a re-commissioning process to reshape and restructure further education provision within Greater Manchester, informed by the outcomes of Greater Manchester's Area-Based Review of post-16 provision in 2016.

Greater Manchester's public service reform programme aims to provide the intensive support that people and families trapped in a cycle of benefit dependency need to escape it – helping them while reducing public sector spending in the longer term. For example the city region's Troubled Families programme has helped 'turn around' almost 5,500 families. The ambition around the devolution deal will enable Greater Manchester's Working Well Pilot to be expanded to help 50,000 people back into work.

In addition to the rapid work that has been achieved locally, Greater Manchester is supportive of national work and the measures in place to tackle the issue of youth unemployment. One such measure was the commitment to the Raising of the Participation Age (RPA) to 18

by 2015. In 2011 the Government published its cross-departmental strategy to maximise the number of 16-24 year olds taking part in education, training or employment, *Building Engagement, Building Futures*¹.

We recognise that GM schools and Academies also have a key role in supporting the skills system broadly by ensuring young people leave school with fully functional maths, English and ICT at Level 2. It is incumbent upon schools to provide first class advice and guidance around future career options and promote appropriate pathways for all young people closely linked to GM's labour market. Schools will play a priority role in fundamentally raising the aspirations of all our young people and this is why we are closely aligning this work to the reforms set out in the Children's Services Review.

Taking the GM skills system as a whole it would be invidious to not consider the role of young people system and the educational establishments supporting them. The Greater Manchester Careers and Participation Strategy for 16-19 year olds is an important driver for change in the way young people are supported across GM, rooted in the Combined Authority's statutory duties for 16-19 year olds. It sets a context under which local authorities and other essential partners can work closely together so young people can achieve their potential and benefit from both current and future opportunities that a devolved city region will bring.

It is important that we don't restrict our outlook to 16-19 year olds. The issues pertaining to youth employment are hugely influenced by what young people have experienced in the time before they are ready to enter the job market. Participation of 16-24 year olds in education training and work is central to social mobility and the achievement of higher skill levels and economic growth. We know that if young people are not in education employment or training this can seriously impact on their prosperity, health and well-being.

Currently, the Greater Manchester Strategy (GMS) 'Stronger Together' document sets out GM's strategic priorities for young people. The GMS ensures that all young people across GM will:

- have better access to high quality, impartial, information, advice and guidance to develop sound employment aspirations and make informed education and training choices, including apprenticeships;
- leave education or training with the basic 'employability skills' that employers seek;
- participate in learning until at least age 18 and achieve a level 2 in English and Maths by 19 years of age;
- be better able to progress from classroom based vocational learning to training delivered in the workplace, primarily apprenticeships; and
- be able to access an increased number of jobs, apprenticeships (particularly higher level) and work experience openings.

The GM Careers and Participation Strategy sets out a framework which offers a mechanism through which partners can work to drive up better outcomes for all young people and support the broader strategic objectives for Greater Manchester.

**The Combined Authority Chief Executive Lead for Skills and Work
Theresa Grant**

¹ <https://www.gov.uk/government/publications/building-engagement-building-futures>

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1. MISSION, VISION AND VALUES

The following sets out GM's ambition for this work:

Mission

The Greater Manchester Combined Authority is working together to support the GM Strategy 'Stronger Together' to prevent and reduce youth unemployment. In doing so it will drive the ambition that all young people choose to participate in outstanding education and training based on high quality information, advice and guidance so that they leave education and training with the broad skills sets, qualifications, technical abilities and ambition to progress into a well-chosen pathway to employment. We want our young people become successful citizens who will move into employment with a commitment to life-long learning and continue to make a sustained contribution to GM's economy, as part of the Northern Powerhouse. By securing and aligning GM investment funds and working with major stakeholders we will support learning institutions and key partners to think and act strategically with regard to raising participation to achieve increased and sustained participation by 2020.

Vision

It is our ambition that all Greater Manchester's young people become informed and capable decision makers, prepared with the skills, knowledge and achievements that will lead them to make positive choices to progress into high quality Study Programmes and Apprenticeships placing them in the best possible position to capitalise on and contribute to the expected opportunities in GM's labour market in the next decade.

Values

In delivering this strategy we will:

- Promote equality of opportunities for all young people
- Empower and enable partners and wider stakeholders, with the best information and research to become key drivers in this arena
- Work collaboratively, honestly and openly together as part of the partnership
- Deploy resources carefully and ensure value for money
- Strive to make a positive difference to the lives of our young people and their families
- Commit to being outstanding in the approach to the priorities in the strategy
- Ensure the work of this strategy has a legacy
- Seek to add value

2. EXECUTIVE SUMMARY

2015 marked a significant point in the English education system with all learners leaving compulsory education now required to stay on in education or training until the academic year in which they turn 18 under the Raising of the Participation Age statutory duty.

Great strides have been made with the participation of young people across GM. At the end of 2015 the vast majority of learners in GM (91%) complied with the duty to participate in education and training. This has remained constant since the same period last year and is in line with the national average.

The Combined Authority's statutory duties for 16-19 year olds include supporting young people to participate and the work outlined in this strategy is anchored in this. A strategic framework based on **four key priority areas** of development has been agreed and was endorsed by the Chief Executives of the 10 Local Authority areas at the Combined Authority's Wider Leadership Team in December 2014. Full partnership consultation has taken place over the past 12 months leading to a series of actions to support the full implementation of the Careers and Participation strategy and respond to specific challenges within the system, particularly at key transition points at 14, 16 and 18 years, bringing together partners on a GM footprint:

Careers and Participation Priorities

Priority 1: NEET reduction and positive progression through high quality participation

- To ensure all young people that are NEET, or are at risk of becoming NEET, are identified, supported and encouraged to participate and engage in suitable education, employment or training and levels of participation and attainment in accredited post-16 education and training are increased, in line with the raising of the participation age (RPA).

DfE produces an annual NEET score card and at the end of March 2016 it showed the proportion of young people aged 16-17 participating in education and training across Greater Manchester was 90.6%, against a national average of 91.5%.

The 2015 annual NEET scorecard combines NEET and Not Known figures for 16-17 year olds only as part of changes to tracking requirements set out by DfE in 2016²

At the end of 2015 the combined NEET and Not Known figure for GM was 7.7%, above the national average of 7.1%. This includes 3.3% NEET and 4.3% Not Known.

By 2020 the aim is to:

- Reduce NEET in each area to below that of the national average.
- Reduce Not Known across the sub-region to below the national average.
- Achieve a participation figure that exceeds the national average

To do this it is essential that:

- Local authorities have mechanisms in place to track young people sufficiently in order to reduce Not Known.
- NEET investment contributes to the reduction of NEET across all areas but specifically supports areas where NEET is above national averages.

Priority 2: Careers Education Information Advice & Guidance (CEIAG) for young people

- To ensure Careers Education Information Advice and Guidance (CEIAG) across GM is a strategic priority for learning institutions so that young people benefit from the highest quality CEIAG provision possible.

Schools/academies and Colleges have a statutory duty to deliver Information Advice and Guidance to Young People but it is no longer statutory to deliver Careers Education and work experience. As a result recent research by Ofsted and locally commissioned work has highlighted that CEIAG is patchy.

In GM three years of investment from City Deal and ESF has supported GM schools to address the gaps in provision and connect the CEIAG work to the skills agenda. We are fortunate to have so much evidence that tells us what good looks like, both nationally

and locally. We need to draw upon this evidence to shift the strategic importance and quality of CEIAG as well as begin to stimulate demand in Apprenticeships.

By 2020 the aim is to:

- All schools and colleges to achieve 'Gold' in the Inspiring IAG Quality Mark or equivalent.
- See all secondary school and college inspection reports reflect good practice in CEIAG
- Increase the proportion of 16-18 year olds who go onto an Apprenticeship.

To do this it is essential that:

- All GM schools and colleges start working towards the Quality Careers Mark in the next 12 months.
- All Gm Schools are familiar with the Gatsby Benchmarks.
- GM strategically co-ordinates investments to support CEIAG against the needs identified through the skills agenda.

Priority 3: The Greater Manchester offer for young people

- Ensure the post-16/FE curriculum offer is driven by the highest quality LMI to offer young people clear pathways to employment and further training.

The FE sector is experiencing a period of change following on from Area Based Reviews, reforms to Apprenticeships, the introduction of Study Programmes and further reforms to vocational education through the post-16 skills plan. Changes that have occurred and are anticipated to occur will have implications for young people moving through the system. The education and training needs of the young person and the skills required by employers should be the emphasis of FE and, as such, LMI is critical.

By 2020 the aim is:

- To have clearly defined pathways for young people to follow that lead to employment and further study building on the freedoms and flexibilities in the system that can provide for 14-19 year olds.
- To increase the numbers of young people progressing onto Apprenticeships at 18.
- To increase the numbers of young people progressing onto Apprenticeships at 18.
- To increase access to work related learning through work placements and supported internships.

To do this it is essential that:

- Study Programme delivery is improved and recognised through Ofsted inspection reports.
- Work related activity and work experience is an integral part of Study Programmes.
- Post-16 destination measures show an increase in Apprenticeships.

Priority 4: Securing good maths and English attainment along with digital skills to enable progression

- Implement specific Maths, English and digital developments to ensure all young people achieve the government floor standards in English and maths at ages 16 and 19 and employers are satisfied with the digital literacy of young people entering employment.

In 2015 47% of 16 year olds achieved 5A*-C including English and maths and at age 19 it was 57%. This is in line with national averages but there is wide disparity in achievement across the sub-region.

The GM digital strategic plan also identifies the digital literacy of young people being a concern.

By 2020 the aim is:

- To meet the new national floor standards for maths and English within Attainment 8 and Progress 8.
- Increase the numbers of young people achieving level 2 English and maths by 19.
- More young people enter the work place with the digital skills required by employers across the sectors.

To do this it is essential that:

- Leaders from all educational sectors and stakeholder groups tackle this issue in the context of the skills agenda.
- Data sharing mechanisms are set up to facilitate the transfer of critical data between institutions.

The success of the GM Careers and Participation Strategy will require the four priorities to work synergistically involving key partners and determining accountabilities. It will provide GM with a framework in which current and new partners can operate, creating the space and flexibility to align national initiative such as Careers and Enterprise Company and the National Careers Service with strategic GM developments such as the digital strategic plan, the GM Apprenticeship Strategy and the Children's Services reforms.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

3. AN INTRODUCTION - THE GREATER MANCHESTER CAREERS AND PARTICIPATION STRATEGY

Raising the Participation Age (RPA) was borne out of the need to redress the imbalance of opportunity between disadvantaged young people and their more affluent peers.

Raising the Participation Age (RPA) was borne out of the need to redress the imbalance of opportunity between disadvantaged young people and their more affluent peers under the last labour government. In Greater Manchester this firmly remains the case but not simply from the point of view of more young people participating in education and training as this has always been a positive picture. What we want to see is an improvement in the disparity that exists between the skill level, aspiration and access to opportunities with the improvement of social and academic capital of the most disadvantaged.

In addition we want to see those young people who can progress to higher skills do so with the full knowledge of the opportunities available to them in the labour market and the pathways to get there irrespective of ability or socio-economic circumstances.

For this strategy to work it will require a focused and clear set of priorities for all partners dedicated to improving the outcomes for this group of young people to work to so that participation continues to increase, progression into higher level skills education and training is an expectation and young people choose to participate fully armed with the breadth of pathways available to them and the skills to make sound decisions.

This document will provide a strategic framework based on **four key priority areas** of development for partners to work within to indirectly and directly contribute to the above priorities. At its meeting in GMCA September 2014, the Skills and Employment Partnership agreed to lead on a GM Careers and Participation strategy, rooted in the statutory duties of the Combined Authority³.

This rationale and approach was endorsed by the Chief Executives of the 10 Local Authority areas at the Combined Authority's Wider Leadership Team 5th December 2014 with the strategy fully agreed in June 2016.

2015 marked a significant point in the English education system with all learners leaving compulsory education now required to stay on in education or training until the academic year in which they turn 18 under the Raising of the Participation Age statutory duty.

At the end of March 2016 90.6% of 16-17 year olds in GM complied with the duty to participate in education and training. This has remained consistent in recent years and is in line with the national average.

This suggests that the national RPA policy is achieving its intended outcomes but there are some fundamental caveats. For example are the pathways that young people follow supportive of local growth and valued by employers? Can we stimulate sufficient demand from young people their families and influencers in growth areas and for Apprenticeships through high quality Careers Education Information Advice and Guidance (CEIAG). Is maths and English achievement at 16 preventing young people progressing to higher skills?

The Greater Manchester Combined Authority is committed to driving forward the RPA agenda and anchoring it to wider devolution ambitions. RPA is recognised as a key element in achieving a fully integrated skills and employment system.

The Greater Manchester Combined Authority is committed to driving forward the RPA agenda

Success of the GM Careers and Participation Strategy will require all young people to progress through education and training with an appropriate level of knowledge and understanding of all pathways available to them that support the needs of the labour market.

The four priority areas have been identified in response to specific challenges within the system, particularly at key transition points at 14, 16 and 18, bringing together partners on a GM footprint. The expected outcomes are that participation increases, more young people progress into high skills pathways and NEET is reduced thus minimising the long-term impact on these young people.

Success of the GM Careers and Participation Strategy will require all young people to progress through education and training with an appropriate level of knowledge and understanding of all pathways available to them that support the needs of the labour market. They should also have access to high quality education and training recognised and valued by employers. In particular provision must ensure that all young people whose ability allows are able to achieve high standards in English and maths which in the current climate is not the case for a large proportion of young people.

For those not participating or at risk of not participating, strategic collaboration, particularly around tracking young people and identifying those at risk of becoming NEET, is vital. Over the next five years robust monitoring and interrogation of data at a GM level will be critical to ensure the successful outcomes for the most disadvantaged young people. Value for money and economies of scale will be achieved through the European Social Fund (ESF) and other future investments to support this agenda in particular NEET, participation, outcomes and progression particularly in light of reforms such as those with Special Educational Needs and Disabilities (SEND) and the broad local offer.

Robust data sharing and analysis of key performance measures and local intelligence will support the partners in driving this agenda forward so that the mainstream continues to be responsive to Growth and Reform.

For the purpose of this document our approach to deliver the strategy will continue to focus on the 14-19 age range (up to 25 for young people with special educational needs and disabilities (SEND)) and will build on recently published figures from the DfE showing improving trends of participation in education and training⁴.

The GMCA has determined 10 high level Employment and Skills priorities. The Careers and Participation Strategy is one of a suite of documents to support them.

³ "The Partnership will enable the new Combined Authority (CA) to discharge its statutory duties. Under the Education Act 1996, this is stated as a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in the area. Young people are those who are over compulsory school age but under 19, or are aged 19 to 25 and subject to a learning difficulty assessment. The CA also has a duty to secure sufficient suitable education and training for young people subject to youth detention. The CA will ensure that provision is adequate." Skills and Employment partnership terms of reference 2012

⁴ <https://www.gov.uk/government/publications/young-people-neet-comparative-data-scorecard>

4. THE GREATER MANCHESTER SKILLS ANALYSIS 2015⁵

How far a student progresses depends largely on 3 things: prior attainment at 16, the ability to make sound and informed choices about post-16 destinations progression to and completion of a high quality post-16 pathway such as a Study Programme or Apprenticeship.

Graduates clearly have no guarantees about their job prospects which mean we must examine the support young people receive before they begin to seek employment.

How far a student progresses depends largely on 3 things: prior attainment at 16, the ability to make sound and informed choices about post-16 destinations progression to and completion of a high quality post-16 pathway such as a Study Programme or Apprenticeship. A weakness in any of these elements puts the young person at a higher risk of changing route part way through a Study Programme or risks dropping out altogether. This places increasing pressure on providers not least due to the reductions in spending for 16-18 year olds.

Our priorities have been identified to minimise the risks to a young person's progress and to bring these 3 factors more harmoniously together for our identified age group.

4.1 Understanding the landscape facing GM's young people

The Skills Analysis is a useful tool for partners to use to help inform strategic discussions and planning across GM. For the purposes of the Careers and Participation Strategy some of the more salient points have been extrapolated in order to primarily highlight gaps relating to the supply side of skills. It is too simplistic to think addressing this alone will close the skills gap therefore it is important to note that this strategy must take into account other GM strategic work for example in Higher Skills, Digital and Apprenticeships.

It is widely accepted that qualifications, acting as an imperfect proxy for skills, are a strong predictor of labour market success: low skilled people are more likely to be unemployed. In GM, the employment rate of those with higher level equivalent qualifications (L4+) is 84% whereas only one in three (or 37%) with no qualifications is in employment. That said, however, a worrying 37% of unemployed people have level 3 and above skills (19% have a level 4 qualification). Graduates clearly have no guarantees about their job prospects which mean we must examine the support young people receive before they begin to seek employment.

4.2 Future Skills Needs

The Greater Manchester Forecasting Model (GMFM)⁶ produced by Oxford Economics, indicates that of the 921,000 jobs due to be created in the years to 2022 in Greater Manchester, half will require skills at least to NVQ level 3, and a quarter to level 4.

The New Economy Sector Deep Dives⁷ published in 2013 highlighted specific skills shortages and gaps in key sectors. Based on the current skills profile of GM's residents means they would not be able to access the potential opportunities, including many of those young people coming through the system.

The GMFM suggests Greater Manchester's labour market will increasingly take on a pattern sometimes called 'the hourglass economy' – growth among high skill jobs and low skill jobs with slower growth at intermediate skill levels. The GMFM anticipates this pattern to continue in the years to 2024 and this has implications for the supply side of young people committing to progress to higher skill levels through valued pathways.

4.3 The skill supply of young people

Attainment at Level 3 (the equivalent of an A' Level) amongst 19 year olds has consistently risen since 2005 with 59% of 19 year olds achieving this level compared to 57% nationally. We need to continue to see a rise in the attainment of level 3 achievement following a variety of pathways to enable support GM's ambition around growth.

⁵ <http://neweconomymanchester.com/publications/skills-analysis-2015-16>

⁶ http://neweconomymanchester.com/stories/1775-greater_manchester_forecasting_model

⁷ <http://www.neweconomymanchester.com/publications/deep-dives-skills-reports>

There is still a gap between the achievement of those young people in receipt of Free School Meals (FSM) and those not receiving FSM by the time they reach 19.

In 2015, 53.9% of students in GM achieved 5 or more good GCSEs including English and maths.

At the end of 2015 on the annual NEET scorecard, the participation of 16 and 17 year olds in education and training was 90.6%.

NEET numbers are highest for a variety of reasons at ages 17 (5.1%) and 18 (7.7%)

There is still a gap between the achievement of those young people in receipt of Free School Meals (FSM) and those not receiving FSM by the time they reach 19. The gap between the two groups has started to narrow for L2 (the equivalent of a GCSE grade C or above) achievement but for L3 this gap is above the national average. Disadvantage is clearly a factor in pre-determining outcomes for some of our most vulnerable residents. Improving social mobility and redressing inequalities including driving up aspiration and ambition is central to RPA work and that of the Public Service Reform (PSR) agenda which is why aligning strategic objectives of an integrated work and skills system is key.

In 2015, 53.9% of students in GM achieved 5 or more good GCSEs including English and maths. This was slightly above the national average of 52.8%, however this still leaves 46% of young people in GM leaving school at 16 without meeting the government's floor standards in English and maths. In addition to this the historic variations in GCSE performance are still starkly apparent at a district level and we would want to do more to support partners in redressing these inequalities of achievement on which good progression will depend. This is particularly important where variation affects those from the most disadvantaged backgrounds.

In short, the implications for GM are such that more young people need to leave secondary education with level 2 achievement in English and maths if we are to have a higher level skills supply required to meet the demands of the local economy.

The emerging work through the Children's Services review has identified that school improvement cannot solely focus on raising academic achievement if we are to prepare our young people to become part of talent pipeline with successful employment outcomes. The Education and Employability Board and potential Employability Challenge provides GM for the first time an integrated approach to education and skills. It will align the learning and investments from RPA and the inroads it has made in connecting education to the skills agenda to school improvement outcomes.

4.3.1 Participation and NEET

At the end of 2015 on the annual NEET score card⁸, the participation of 16 and 17 year olds in education and training was 90.6%. The combined NEET and Not Known figure for young people aged 16 and 17 was 7.7% which is above the national average of 7.1%. This represents 5033 young people whose activity is NEET or Not Known. There is significant variance in the performance of NEET and Not Known across the sub-region which this strategy seeks to understand and support.

Tracking and reporting on these individuals is the responsibility of the LA. In June 2016 the Department for Education relaxed the minimum information that LAs are required to submit to the Client Caseload Management System (CCIS) requiring only information about 16 and 17 year olds. This is intended to encourage LAs to deploy current resource levels at improving participation of 16 and 17 year olds and concentrate on those NEET at age 18 instead of on the whole cohort. This change in policy compounds growing concerns about the safeguarding and tracking of young people beyond age 18. GM will work together with its partners to develop strategies to continue to track 18 year olds where reasonably possible so as not to disadvantage individuals due to geography and vulnerability.

Furthermore there are fluctuations among those NEET joiners and leavers (NEET young people who re-engage in education and training and young people who drop out of education and training within a given period) with almost half of the cohort changing each quarter. This suggests whilst we may be maintaining the current NEET performance the cohort is not static and the level of churn leads us to believe that first choice post-16 destinations are possibly ill-informed. Further scrutiny could point to a lack of high quality careers provision and access to independent advice and guidance.

KS4 and KS5 destination measures provide clear and comparable information on the success of schools and colleges in helping all of their pupils/students take qualifications that offer them the best opportunity to continue in education or training. It is important that we take this into account when evaluating the success of this strategy and when securing local accountability.

⁸ <https://www.gov.uk/government/publications/young-people-neet-comparative-data-scorecard>

921,000

The number of jobs due to be created in the years to 2022 in Greater Manchester

In summary, reducing NEET is indeed important to the reform agenda through improved participation levels. In itself improving the outcomes for NEET young people does not make a successful Careers and Participation Strategy and is unlikely to impact on growth and productivity levels unless the appropriateness of the post-16 offer is secure, including English and maths if needed, and that young people receive a high quality programme of CEIAG to make informed and considered choices.

4.3.2 Apprenticeships

No one route should be seen as superior to another and yet there remains an imbalance in the perceptions of the value and uptake of Apprenticeships for young people year olds against what is perceived to be the golden route of A' levels and University. It is therefore important that special mention is given to the Apprenticeship issues for this age group given the national and local prominence of this agenda and the role the Careers and Participation Strategy can play in supporting it.

The DfE's NEET scorecard shows that progression of 16 and 17 year olds into FE was 83% compared to only 4.7% into Apprenticeships. Apprenticeship readiness depends largely on leaving school with appropriate qualifications and work related experience activity as well as good quality CEIAG. Young people face many barriers to becoming an apprentice in particular the most able and those young people with SEND. The Sutton Trust⁹ recently reported that 'Apprenticeships are disproportionately populated by young people from disadvantaged backgrounds and therefore failure to deliver quality Apprenticeships affects this group more acutely.' The best Apprenticeships are still secured by those young people leaving schools with strong progression to the best universities highlighting the challenges for partners, young people and their families when faced with post 16 and 18 choices.

It's the government's ambition that all young people from all backgrounds receive the preparation and support they need to be high quality candidates for Apprenticeships and this is an approach GM endorses. Greater Manchester is working towards setting out its ambition for Apprenticeship growth and quality as significant policy reforms becomes embedded. This will include:

- a greater proportion of Advanced and Higher Level (including Degree) Apprenticeships for young people (particularly post A-level) within GM's priority sectors;
- ensure progression routes into (including Traineeships) and through apprenticeship levels are better understood and clearly mapped ensuring Apprenticeship roles will not be seen as just for the length of the apprenticeship programme but the starting point of a sustainable job role and career pathway;
- Young people will be in a position to make better informed decisions about their future careers understanding the role Apprenticeships and Traineeships can play in supporting them to achieve their ambitions through having parity of esteem with other available options (HE, full time FE, employment,) and better information available for their influencers and advisors such as parents and teachers.

Therefore the ambition set through the four work streams is for young people to see Apprenticeships as a high quality and prestigious path to a successful career, removing barriers that prohibit any young person from being able to choose an Apprenticeship.

⁹ <http://www.suttontrust.com/wp-content/uploads/2015/10/Levels-of-Success3.pdf>

5. ROLES AND RESPONSIBILITIES – A PARTNERSHIP APPROACH

The Greater Manchester Combined Authority (GMCA), in fulfilling its statutory duties in supporting and encouraging partners to be involved in this agenda through policy planning and provision.

Local authorities, including the 10 members of the GMCA, have the largest responsibilities to support young people into education or training, set in the 1996 Education Act¹⁰ and Apprenticeships, Skills, Children and Learning Act 2009¹¹:

- To secure sufficient suitable education and training provision for all young people aged 16-19 and for those aged 20-25 with a Learning Difficulty Assessment or an Education Health and Care Plan in their area;
- Make available to young people aged 13-19 and to those aged 20-25 with a Learning Difficulty Assessment or EHCP, support that will encourage, enable or assist them to participate in education or training. Accurate tracking of young people's participation is a key element of this duty.

In addition, the Education and Skills Act 2008¹² places two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the raising of the participation age agenda:

- Promote the effective participation in education or training of persons belonging to its area; with a view to ensuring that those persons fulfil the duty to participate in education or training;
- Make arrangements to establish the identities of persons belonging to its area but who are failing to fulfil the duty to participate in education or training.

No one partner can do this alone and therefore a partnership approach both at a sub-regional level and local level is critical. Priorities for all areas will be to build on or continue to maintain effective partnerships especially with schools in the current education environment.

Some of our key partners are listed below. This list is not exhaustive nor in order of priority:

- **Learners** – we will not succeed unless learners are fully engaged and consulted with, becoming responsible for their learning and careers paths.
- **Local Authorities** – the role of LAs is essential to this strategy acting as champions for its young people and fulfilling the statutory duties relating to 16 – 19 year olds and those young people with Special Educational Needs and Disabilities (SEND) up to 25. In addition the closer alignment between Work and Skills, Children's Services and School Improvement will add significant value to improving the outcomes for young people.
- **Post-16 providers** – have a key role in preparing young people for the labour market, further education or training and thus are responsible for achieving high quality teaching and support for young people, being responsive to labour market needs and supporting young people to progress.
- **Schools** – what happens in the secondary sector is essential in securing the best outcomes for young people in the long-term. One very clear way schools can help is by fulfilling their statutory duties around IAG well and ensuring that young people are prepared to make well considered transitions, supporting where possible a responsive careers education that helps address skills gaps and prepares them well to progress (which includes English and Maths achievement.)
- **IAG Providers** – work collaboratively together to lead clear improvements in how schools access independent information advice and guidance for their young people and offer leadership in this area lend their expertise in careers guidance.
- **National Careers Service** – offer information and support to partners and schools in collaboration with IAG professionals.

¹⁰ <http://www.legislation.gov.uk/ukpga/2009/22/contents>

¹¹ <http://www.legislation.gov.uk/ukpga/2008/25/contents>

¹² <http://www.legislation.gov.uk/ukpga/2008/25/contents>

No one route should be seen as superior to another and yet there remains an imbalance in the perceptions of the value and uptake of Apprenticeships.

Greater Manchester is working towards setting out its ambition for Apprenticeship growth and quality.

Young people face many barriers to becoming an apprentice in particular the most able and those young people with SEND.

- **Jobcentre Plus** – work in partnership with other frontline staff who offer guidance to young people and support wider collaboration and potential co-location as agendas develop.
- **Education Funding Agency (EFA)** – responsible for updating the partnership on funding developments and implications for the pre and post -16 sectors including SEND.
- **Skills Funding Agency** – responsible for updating the partnership on strategic funding arrangements for post-19 learners, championing participation in Apprenticeships and Traineeships and supporting the CA with ESF.
- **The Greater Manchester Chamber of Commerce, the Business Growth Hub & other business communities** – working with the business communities is imperative to enhance and enrich the opportunities for young people offering the guidance and leadership on how best to engage and mobilise employers in this agenda in particular when it concerns working with schools and colleges, offering opportunities to young people.
- **The Greater Manchester Learner Provider Network** – to provide support to providers and associated employer contacts on this agenda.
- **Voluntary and Community Organisations** – it is important that wider organisations working with young people and provider of interventions for young people are aware of and can refer to the Careers and Participation Strategy to inform their own policy and business decisions at a GM level.
- **Universities and Higher Education Providers** –to provide information advice and guidance in relation to higher education and progression routes and to raise awareness and aspirations of learners.

6. PARTICIPATION PRIORITIES

The priorities for the young people’s education and training in Greater Manchester

High participation is in itself insufficient to bring about higher achievements and progression to further and higher learning rather it is a strong combination of factors. Through this first phase of work there are four priorities set out that we believe will bring us closer to realising our ambitions.

Priority 1	NEET reduction and positive progression through high quality participation
Priority 2	Careers Education Information Advice & Guidance (CEIAG) for young people
Priority 3	The Greater Manchester offer for young people
Priority 4	Securing maths and English attainment along with digital skills to enabling progression

LEVELLING THE PLAYING FIELD

Priority 1: NEET reduction and positive progression through high quality participation

- To ensure all young people that are NEET, or are at risk of becoming NEET, are identified, supported and encouraged to participate and engage in suitable education, employment or training and levels of participation and attainment in accredited post-16 education and training are increased, in line with the raising of the participation age (RPA).

Where are we now

Continuing to build on the successful NEET reduction and prevention over the GM wants to strengthen and extend existing partnerships between LAs, providers and learning institutions in a climate where the challenges around resource, capacity and social factors make it impossible for any one individual organisation to tackle this alone. We will continue to strive to reduce NEET, particularly at age 17 and 18, to be below national averages, use local and national data well to improve the participation and progression of 17 and 18 year olds, and ensure that resources are judiciously used through joint support and accountability until 2020.

It is our ambition that all partners with responsibility for supporting young people who are NEET and at risk of NEET are enabled to do so in a consistent, structured and open way that allows economy of scale and value for money. It will, draw on and value the relevant expertise and ultimately support more young people to participate and progress onto appropriate RPA compliant post-16 programmes of study.

Where we want to be

Greater Manchester would like to see more NEET young people and those at risk of NEET participating and progressing into sustained education, training and employment.

To achieve this we will need the following groups to enable the following:

GMCA Support

- Provide guidance and challenge based on information and progress data supplied by the Policy, Performance and Participation Group at quarterly intervals;
- Support collaborative and efficient practice around the raising of the participation age and other duties relating to 16-19 year olds and young people with Special Educational Needs and Disabilities (SEND) up to 25 are fulfilled in a way that promotes the best outcomes for young people;
- Support the strategic delivery of GM NEET investment offer under ESF to ensure it continues to meet GM's needs.

Local Authorities: Addressing the priorities

- Develop a refreshed agreement of the characteristics of the NEET and at risk of NEET cohort as a collaborative across GM;
- GM LA leads implement the agreed data sharing protocols and mechanisms to better identify and track those young people who are NEET, at risk of NEET or Not Known to facilitate better cross-boundary tracking. This will be achieved through agreed sub-regional data sets for consistent reporting across GM;
- LA officers establish close relationships with learning and training institutions through an agreed starters and leavers protocol for those young people at risk of dropping out of post-16 provision to support transitions;
- LAs to support and challenge performance of GM's ESF programmes through strong collaboration with ESF programme providers and other stakeholders integral to the overall success of a reduction in young people who are NEET;
- LAs to commit to collaborative work towards reducing NEET so that all LAs stay below the national average for NEET and Not Known to reduce sub-regional variance;
- Through their remit for championing educational excellence, LAs will use intelligence on progression and destinations to influence partners to strive for continued excellence in provision;
- LAs to support the most vulnerable young people to participate through collaborative work across LA services at a local and GM level, for example Care leavers and Looked After Children (LAC);

Greater Manchester would like to see more NEET young people and those at risk of NEET participating and progressing into sustained education, training and employment.

- Engage representation and views from young people in the RPA agenda;
- Be exemplars for youth employment and Apprenticeships.

Considerations for learning institutions

- Learning institutions work collectively and collaboratively across the age phases to ensure data sharing between institutions can support better transitions and thus aid progression;
- To work closely with LAs to embed starters and leavers protocols as a consistent approach across GM;
- Review the effectiveness of how Study Programmes are working in relation to the progression of young people from age 16 to age 18 particularly for young people studying levels 1 & 2 provision;
- Review the local offer for disadvantaged young people with disadvantages working closely with LAs to ensure the needs of vulnerable young people are met;
- Colleges to review statutory duty in relation to promoting good attendance to support RPA;
- Offer proactive and consistent transition support programmes to young people;
- Work closely with LAs to reduce NEET at 17 and 18.

Considerations for other partners

- Providers of NEET provision will need to work closely with LA leads responsible for NEET and Participation and network with the Policy, Performance and Participation Group to support GM's ambition;
- GM SEND group to provide support and understanding of the issues relating to SEND reforms and the local offer.

Key milestones:

- NEET ESF is achieving expected outcomes for NEET and vulnerable young people;
- A retention strategy has been developed and endorsed by all post-16 providers in GM;
- The GM Careers and Participation Strategy has been endorsed and embedded within local delivery plans and priorities;
- A performance monitoring framework has been developed by GM to help inform the future planning and commissioning of local and sub-regional support programmes and interventions;
- Tracking protocols have been agreed by local authorities in respect of statutory tracking, post-18 year olds and young people with SEND up to age 25;
- Compliant participation and reasonable excuse has been agreed and implemented by the GM local authorities.

Key performance measures:

- ESF performance measure;
- Increase in the proportion of 16-17 year olds participating in education and training;
- Reduction in the proportion of 16-17 year olds that are NEET or Not Known;
- Reduction in the numbers of NEET 'joiners' in-year;
- Reduction in the variance between the best and worst performing local authorities in respect of the Combined NEET/Not Known performance measure;
- Increase in the proportion of SEND young people participating in education, employment and training.

BEYOND THE ORDINARY

Priority 2: Careers Education Information Advice & Guidance (CEIAG) for young people

To ensure Careers Information Advice and Guidance (CEIAG) across GM is a strategic priority for learning institutions so that young people benefit from the highest quality CEIAG provision possible.

Where are we now

Building on the last three years of investment and continuous improvement in CEIAG within GM's learning institutions Greater Manchester's Combined Authority is seeking to reduce the inequalities of opportunity experienced by our young people so that they can be inspired, motivated and better prepared to tap into the future opportunities of GM's labour market.

By working with major stakeholders and aligning GM funding investments we have supported learning institutions to strategically lead on CEIAG connecting education to the skills agenda. Our aim is to demonstrate Greater Manchester is achieving sustainable results in CEIAG which means a motivated pipeline of talent valuing all pathways equally as means of securing employment and responding to what employers need. In Greater Manchester we have successfully begun to build up the infrastructure we need.

To illustrate this, in 2015 research from Cambridge Policy Consultants¹³ evaluated that the GM CEIAG 'offer' to schools and colleges, 'is working well and is making a difference to the schools' IAG offer: improving coherence; staff skills; engagement of non-IAG school staff and providing key elements of support to add value to existing services.' Most school staff consider that their young people have benefited from the support provided by GM CEIAG through improved access to information, products and leadership CPD.

There have been synergistic benefits with significant evidence of how projects have directly and indirectly worked together and supported each other to enhance their offer to schools helpful to help them link their delivery to the Government's requirements and define clear objectives for the school.

Importantly, there is qualitative feedback that the programme of CEIAG activity has made an important contribution to raising the profile of Apprenticeships.

As we approach the end of this three year investment period GM now has over 150 schools and colleges working towards the quality careers award Inspiring IAG and 50 school leaders and co-ordinators trained in specific leadership development. Alongside this GM has developed the Bridge campaign to connect business with education supported by Careers and Enterprise Company investment.

GM is unique in this approach and will increase the potential of these investments through a strong cohesive and coordinated framework. It is important that these investments will leave a strong legacy to bring about the cultural change that is needed to improve CEIAG.

Where we want to be

Our aspiration, therefore, is that Greater Manchester's learning institutions are enabled to elevate the status of CEIAG in such a way that it becomes a high quality, integral curriculum offer. In this way, young people, their families and teachers will have the best access to knowledge, support and differentiated resources available. This will in turn empower each young person to become autonomous, self-reliant decision makers to give them the best chance of success in securing potential employment opportunities, higher education places including Apprenticeships at higher levels. The impact of this will be highlighted in the suitability of post-16 choices (including STEM), increased progression at age 18 into

¹³Evaluation of Manchester Apprenticeship Hub Improving Careers Education Information Advice and Guidance 2015

HE, Higher Apprenticeships and employment. We will also see a continuous reduction in the overall GM NEET figures along with an increase in employer satisfaction with the work readiness of 16-18 year olds.

To achieve outstanding practice we will need the following groups to take action on:

GMCA Support

- Have membership on the Education and Employability Board
- CEIAG for 11-19 year olds (and up to age 25 for learners with SEND) is championed and positioned strategically through the GMCA 's wider partnerships as part of an all age range CEIAG offer for GM;
- Funding decisions for CEIAG related activity, including employer engagement for young people at a GM level, align clearly to the priorities outlined in this strategy;
- Support the shaping and strategic importance of GM and local CEIAG policy and keep informed via the latest research and national developments;
- To support CEIAG Conference and dissemination events;
- Align the GM digital strategy to the wider developments of CEIAG;
- Encourage learning institutions to continue to meet the IAG statutory duties;
- Support the emerging work with the Careers and Enterprise Company that ensures alignment to other GM employer engagement activity;
- Influence where appropriate Ofsted and DfE to continue to increase accountability for schools and colleges to meet their statutory duties in relation to the progression of their young people;
- Support education and business interactions through the Bridge GM campaign.

Local Authorities: Addressing the priority

- Children's Services and Economic Development align priorities, resource and learning to improve outcomes for young people.
- Local authorities continue to assess the effectiveness of CEIAG with their local partnership of learning institutions in collaboration with key partners;
- Local authorities will continue to review their arrangements for the delivery of careers guidance and support for vulnerable young people and those who are NEET as new and emerging models and delivery in schools and colleges begin to bed in. This will need to be done in collaboration with other authorities where there is significant movement across borders;
- Local authorities will have a strategic plan in place to support schools/academies and colleges to better to deliver their statutory duties in support of improving participation for young people for example tracking, transitional support, targeted IAG;
- Local authorities use key data such as the destination measure, NEET data, participation data, Risk of NEET Indicators and Search and Apply data to inform GM and local policy and to influence and support learning institutions about the effectiveness of their CEIAG provision.

Considerations for learning institutions

- Learning institutions continue to engage with GM's strategic drive to improve CEIAG and continue momentum;
- Schools, colleges and sixth forms are responsible for providing independent and impartial advice and guidance to students from Years 8 to 14. Through wider engagement with local partnerships, learning institutions should share the most effective ways of doing this in light of the GM context and strategy;
- Learning institutions should take forward recommendations set out in the GM CEIAG Strategy as well as the statutory guidance, learning from Ofsted and making best use of the best CEIAG practice across GM;
- Work towards achieving Gold or Re-accreditation in Inspiring IAG (GM's quality award for CEIAG) by 2020;
- Improve knowledge and dissemination of local labour market information;
- Learning institutions develop leadership capacity to lead on CEIAG in light of the CEIAG Strategy nationally and locally to ensure continued and sustained improvements over time;
- Strategic planning should include objectives to re-dress the imbalance in perceptions about

GM now has over 150 schools and colleges working towards the quality careers award Inspiring IAG and 50 school leaders and co-ordinators trained in specific leadership development.

Apprenticeships and maximise the GM offer of support via various projects such as Search and Apply, Apprentice Ambassadors and the GM Apprenticeship IAG Service;

- Schools to develop greater work related experiences through a coordinated approach to employer engagement.

Considerations for other partners

- Employers should increase volunteering time and contribute to enriching and enhancing GM's CEIAG through a GM co-ordinated approach to business engagement across learning institutions, including but not exclusively developments from Bridge;
- The developing JCP offer into schools should be integrated and aligned to the GM CEIAG strategy and work collaboratively alongside all partners, addressing gaps and avoiding duplication;
- IAG providers should work collaboratively to ensure that young people who cross LA boundaries receive a minimum level of service;
- The National Careers Service Inspiration agenda and its services for young people are integrated and aligned to the GM CEIAG strategy through Bridge;
- Universities and HE partners should continue to work together to provide information and advice about progression routes to HE to raise awareness and aspirations of learners;
- Transport for Greater Manchester continues to support the RPA agenda in support of travel to learn/train.
- Apprenticeship Hub activity and actions from the Careers and Employability Group.
- A Greater Manchester employability framework may be considered for development by employers for use by learning institutions across the conurbation to support the work readiness of young people.

Key Milestones

- A strategic GM CEIAG priorities plan is in place with full endorsement by all relevant delivery partners and stakeholders in GM;
- All learning institutions are familiar with and demonstrate how they are meeting or working towards meeting the 8 Gatsby Benchmarks which define the elements of what good practice in CEIAG looks like;
- More learning institutions are working towards the achievement of the Inspiring IAG quality award;
- Local and regional LMI is being used effectively by learning institutions and careers guidance practitioners to support the delivery of well-informed careers guidance programmes and interventions;
- CEIAG delivery is supporting GM's priority to grow Apprenticeship and Traineeship participation amongst young people;
- CEIAG programmes delivered by partners (e.g. JCP, NCS, HEIs, CEC) are addressing gaps in support and provision;
- Every young person to have an encounter with an employer in every year they are in full time education and training.

Key performance measures:

- Increase in the number of learning institutions working towards Inspiring IAG Gold Award;
- Increase in the number of applications being made through Search and Apply;
- Increase in the number of young people using the Pathways to Productivity system;
- Increase the number of schools engaging with;
 - GM Higher
 - JCP
 - Careers and Enterprise Company
 - National Careers Service Inspiration
 - City Deal extension projects
 - ESF provision

GETTING IT RIGHT FIRST TIME

Priority 3: The Greater Manchester offer for young people

Ensure the post16/FE curriculum offer is driven by the highest quality LMI to offer young people clear pathways to employment and further training.

Where we are now

The Greater Manchester Strategy sets clear targets for youth unemployment that GM wants to meet by 2020. This is underpinned by the 10 Work and Skills priorities.(Annex 1). The current devolution reforms will enable us to progress further and faster in achieving these goals but will only be able to take us so far. The scale of reconfiguration required in GM, and the opportunity to realise our ambition for transformational integration of employment and skills investments through devolution, requires a new approach to market and stakeholder engagement in the FE sector. The Raising of the Participation age can contribute to fulfilling GM's ambition and offers an opportunity to look at pathways for 16-18 year olds as a means of meeting GM's future demand and supply requirements.

Where we want to be

Our ambition is to have a strong FE post 14/16 skills system that uses the freedoms and flexibilities in the system to provide ambitious and personal pathways for young people from 14-19. Those pathways will reflect the potential opportunities evolving in the labour market so that all young people and their parents can make active, informed and balanced choices regardless of background, institutional ambition and cultural challenges about the best offer for each individual. This is particularly important in preparing young people, their families and FE institutions in preparing for technical pathways. This will require a series of strategic interventions available to young people with particular emphasis on relevant high quality business engagements.

GMCA Support

- The Government's Apprenticeship Strategy 'English Apprenticeships: Our 2020 Vision'¹⁴ places a clear emphasis on young people, therefore, the GMCA is asked to consider the Careers and Participation Strategy alongside the emerging Apprenticeship Strategy;
- Encourage partners to increase the number of supported internships, making the benefits more widely understood across the partnership;
- Agree to consider a GM framework of employability skills for young people;
- Commit to strategically supporting more employers to provide work-experience placements and volunteering opportunities, including for learners on Traineeships and Supported Internship programmes, and learn from the existing highly effective partnerships to inform in future investment opportunities;
- Support and incentivise skills providers to focus on meeting the needs of defined GM priority groups based on the outcomes of the Area Based Review.
- Support the preparation towards technical pathways as outlined in the post-16 skills plan

Local Authorities: Addressing the priority

- Use of destination data KS4 to KS5 progression data ,NEET score card information and other useful tools to champion the best pathways for young people in light of what we know about local, sub-regional national opportunities;
- Work with all stakeholders to increase the availability, take-up and achievements of Traineeships and Apprenticeships through local mechanisms;
- influence and facilitate partnerships with local providers to ensure up-to-date mapping of all 16 to 19 (and up to 25 for young people with SEND) provision across the full range of study programmes and make the information available to all learners in learning institutions particularly from year 9 onwards.

Considerations for learning institutions

- Ensure that all providers implement the Study Programmes quickly and take full account of the findings from the most recent Ofsted report¹⁵;

Our ambition is to have a strong FE post 14/16 skills system that uses the freedoms and flexibilities in the system to provide ambitious and personal pathways for young people from 14-19.

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482754/BIS-15-604-english-apprenticeships-our-2020-vision.pdf

- Have reliable systems in place to monitor all learners' core aims and their intended destinations, as they progress to different provision from the age of 16 up to and including the age of 18/19, those who transfer to other programmes or go to other providers midway through their 16 to 18 Study Programme;
- Increase the take-up of Traineeships and Supported Internships and ensure that they result in progression by ensuring sufficient suitable work experience placements;
- Ensure that the new 16 to 19 performance measures at a GM level, including retention, completion of the core aim and destinations on leaving the programme, can be used to inform partners of success to ensure all groups of young people including those who are deemed vulnerable are progressing well into the labour market or further study and training;
- Post-16 learning and training institutions build up a network of good practice around integrated services to support students' transition, retention and progression of their chosen pathway including improved communication between secondary and post-16.

Considerations for other partners

- Key employer groups and bodies to increase support and shape the offer in FE and HE;
- Business engagement partners and learning institutions come together to build a cohesive and strategic approach to working with employers that supports employers' development needs and the improved outcomes for young people;
- HE partners align work to wider strategic developments.

Key milestones

- More employers are supporting and engaging with the design and delivery of 16-19 Study Programmes through linked investment from the City Deal, ESF and the Apprenticeship Levy
- More young people are undertaking an appropriate and relevant work experience placement as part of their Study Programme
- Apprenticeship providers are providing improved levels of pastoral support to apprentices to help increase retention and achievement
- Colleges are using progression and attainment data to better inform their curriculum planning and rationalisation plans linked to the Area Based Review
- Early route analysis modelling of 3 technical pathways using GM LMI

Key performance measures:

- Increase in the proportion of young people achieving a Level 3 qualification by age 19
- Increase in the proportion of young people progressing from Level 3 programmes to:
 - Employment
 - Higher Education
 - Apprenticeships

¹⁵ Transforming 16 to 19 education and training: the early implementation of 16 to 19 study programmes

MAKING IT COUNT

Priority 4: Securing good maths and English attainment along with digital skills to enabling progression

Implement specific Maths, English and digital developments to ensure all young people achieve the government floor standards in English and maths at ages 16 and 19 and employers are satisfied with the digital literacy of young people entering employment.

Where are we now

The Combined Authority is committed to the long-term and significant improvements that need to be made in maths, English and digital skills achievement. In affirming its statutory duties around school improvement the CA has become the conveners of all key stakeholders (Local Authorities, Teaching Schools, Post-16 providers and the Regional School Commissioner)¹⁶ in supporting GM in its ambition to improve the outcomes in maths and English attainment for young people up to age 19 by 2020. Moreover, work is underway at a strategic level to tackle GM's digital skills challenges in an effort to bridge the skills gap that young people will need to meet employer demand.

The strategic co-ordination of activity, funding and expertise is essential to efficiently and coherently build capacity and good practice to support GM to achieve improved outcomes in maths and English and digital skills so that young people are better positioned to progress at ages 16 and at 19. Equipping young people with the right set of qualifications, valued by employers, is vital in securing next steps progression to higher education and training or employment.

Where we want to be

GM wants to achieve a step increase in the numbers of young people, in particular disadvantaged young people, who meet the new national floor standards for maths and English within Attainment 8 and Progress 8 at age 16 by 2020 and all young people who are capable of achieving a level 2 in English and maths do so by age 19. Digital skills development must be a factor of this strand of work to create a digital skills base and talent pool that will be essential to meet the rising demand from business and attract inward investment into the region.

GMCA Support

- Ensure emerging work in Children's Services and activity around Work and Skills Priorities are aligned;
- Support the development of high level impact analysis on behalf of GM partners as to the long-term consequences of non-achievement in maths and English at Level 2 at 16 and 19;
- Support key partners to integrate this priority across key strategic developments for GM;
- Support post-16 providers with a strategic approach to tackling the current challenges around maths and English and technical pathways;
- Support the ongoing devolution work which looks to improve the attainment of level 2 English and or maths by 18 as part of the EFA funding entitlement for 16-18 year olds;
- Align the Digital Skills Action Plan to the wider RPA work.

Local Authorities: Addressing the priority

- Lead, support and facilitate partnerships in their local area to assist those learning institutions where specific cohorts of learners are not making expected progress in the Government's benchmarks for achieving English and maths;
- Support and facilitate data sharing protocols where possible to better aid transitions between learning institutions in particular around maths and English performance;
- Anticipate impact of policy pertaining to 14-19 year olds and those up to 25 with SEND pre and post 16 in order to support learning institutions, young people and their families.

¹⁶ Emerging reforms in Children's services mark the beginning of a change in LAs' response to School Improvement. This presents excellent opportunities for the CA.

The Combined Authority is committed to the long-term and significant improvements that need to be made in maths, English and digital skills achievement

To create a digital skills base and talent pool that will be essential to meet the rising demand from business and attract inward investment into the region.

Considerations for learning institutions

- It should be encouraged that all sectors facing challenges around achievement and progression in maths and English come together and to work up and devise a robust and long-term strategic plan to tackle issues around maths and English achievement;
- Strategic and collaborative interventions are required to support more young people up to aged 18/19 to achieve Level 2 maths and English ;
- Support the identification and dissemination of good practice in the 16 to 19 sector to increase the pace of the improvements in the quality of provision for learners without a GCSE grade C in English, mathematics or both subjects together;
- Exploration of a wider GM approach to importance of maths and English achievement to the skills agenda and vocational education more broadly through wider strategic partnership development.
- Connect the importance of maths and English to the wider CEIAG agenda;
- Use the findings from ABR as an opportunity to support GM to be UK's Digital City and embed digital skills across all publically funded skills curricula.

Considerations for other partners

- Existing business support provision used to strengthen the digital skills profile of the workforce to inspire and attract talented young people into the sector supporting the ability of the education workforce to integrate digital into the curriculum.

Key Milestones

- Improvements in the proportion of young people attaining L2 English and maths;
- RPA and strategic GM wide developments in maths and English aligned more closely;
- RPA and Digital Skills Plan aligned.

Performance Measures

- Increase in L2 English and maths achievement at KS4
- Increase in L2 English and maths achievement by age 19
- Increase in Participation in STEM at Level 3
- Increase in Participation in digital at Level 3

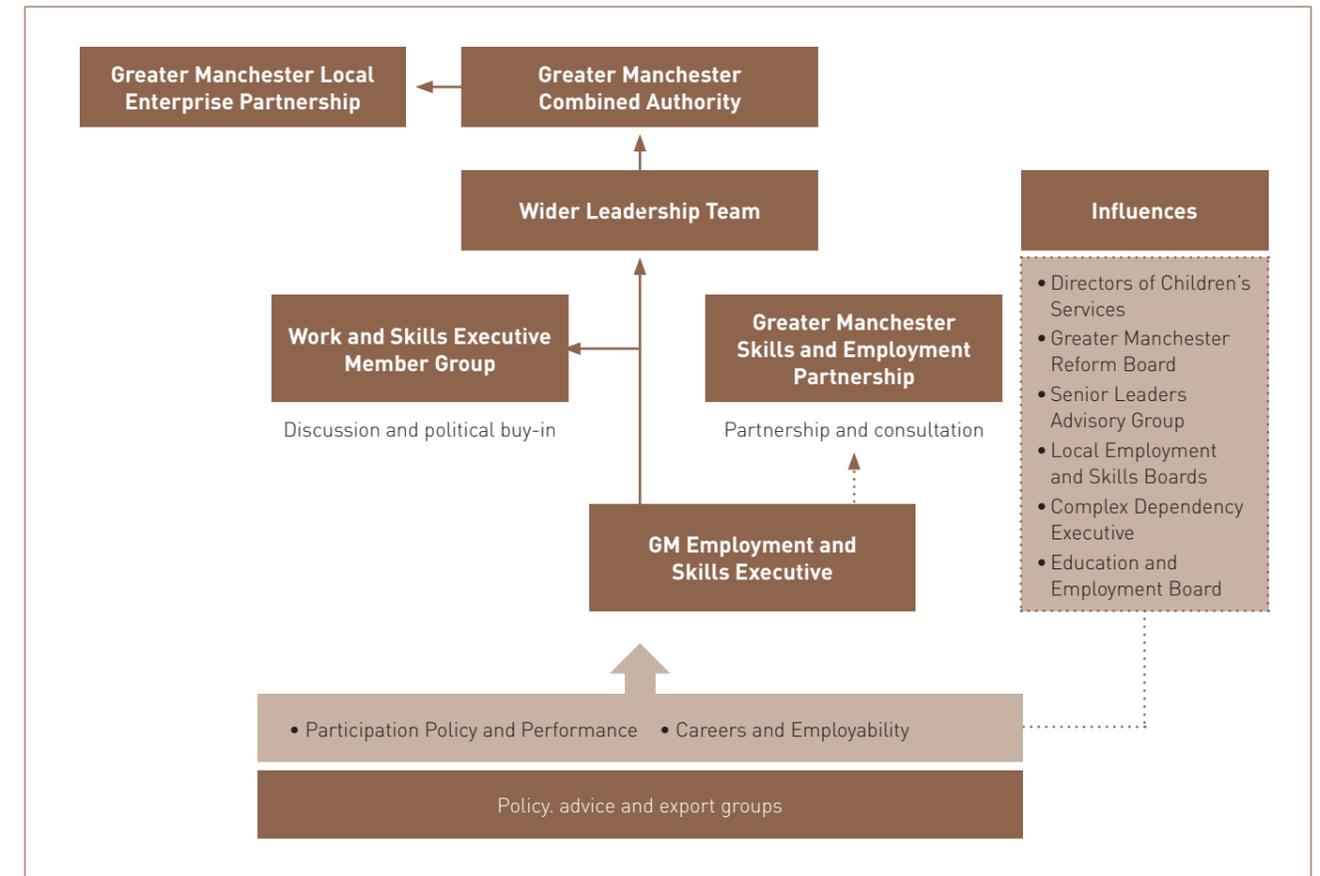
5. GOVERNANCE AND ACCOUNTABILITY

The GM Careers and Participation Strategy forms part of the Work and Skills portfolio led by Councillor Sean Anstee.

The scale of the challenge cannot be underestimated. GM needs to ensure this work is taken forward via a partnership approach, bringing people with us and creating ownership of a new GM system both by providers, employers and individuals alike.

A clear articulation and agreement of the vision we are aiming to achieve will enable us to move forward to deliver the integrated education, employment and skills system that GM needs.

The GMCA's priorities will be supported by specific advisory groups mirroring the 4 strategic priorities in this document.



GM Skills and Employment Governance

APPENDIX 1

GM WORK & SKILLS PRIORITIES 2016 – 2019

In Greater Manchester we need to be ambitious about the future of our work and skills system if we are to seize the opportunities that Devolution provides, capitalise on national changes and minimise the risk from reduced levels of Government investment. We also need to be realistic about the challenges welfare and our baseline position. The opportunities and challenges are not uniform across GM and we recognise that there is a lot of good work at local authority level upon which we can build. Therefore we need to be focused on where we concentrate GM level resources to add value and maximise the impact of GM work and skills initiatives. The 10 priorities are:

1. Careers Education Information Advice & Guidance (CEIAG):

Based on up to date Labour Market Information, enhance high quality CEIAG across school, FE and Work provision to ensure young people, their parents & teachers and adults understand the range of education, skills and employment opportunities and progression pathways available in GM and as a result make informed choices.

2. Outcome Frameworks:

Develop outcome frameworks to ensure all work & skills provision supports positive progression pathways and ultimately sustainable employment outcomes for Greater Manchester's young people and adults. Embedded in the provision should be good English and Maths outcomes, digital skills, meaningful work experience and those behaviours/core competencies (enterprise skills) needed in the world of work. The outcome frameworks will underpin future GM commissioning.

3. Infrastructure:

Develop a GM work and skills infrastructure via the Area Based Review, JCP estate review and One Public Estate to ensure accessible local provision for education and skills to Level 2/3 with specialist/technical provision at Level 3/4 and above linked to GM's economic & growth needs and delivered through a discrete number of high quality centres .

4. Attainment:

Focused activity to support the attainment of Level 2 English, Maths and STEM subjects at age 16 across GM, thereby improving Level 3 attainment at 19.

5. Employer Engagement:

Develop a comprehensive approach to employer engagement and investment in the work & skills system working with the LEP, employer bodies and local authorities, to ensure that: (a) employers are at the heart of the system; (b) employers recognise the value of workforce development and plan and invest in their workforce development needs; (c) the higher level skills needed for economic growth are developed and commissioned by business, recognising that most of this will be funded via FE loans and employer

investment; (d) that employers develop good employment practices to support people to retain employment and help people, including via work experience to (re-) enter the labour market.

6. Apprenticeships:

Increase the number, quality and level of Apprenticeships in core and growth sectors in GM via better CEIAG employer workforce development and co-ordination of public sector activity in response to the Apprenticeship Levy. Apprenticeships also offer opportunities for re-skilling and up-skilling the existing workforce as they move into new roles to support in work progression.

7. Higher Level Skills:

Develop the education and skills system in GM, including via FE/HE Loans, to support young people and adults to develop the higher level (minimum level 3) and STEM skills needed by them to compete and progress in the labour market and by employers to drive productivity. Graduate retention in Greater Manchester is good but there is more to do to enable access to HE and move graduates to into SMEs.

8. Universal Support:

Redesign services to support workless residents ensuring early assessment and rapid response for low need 18-65 year old back into work. Create a universal support offer for all jobseekers and benefit claimants, providing a personalised offer based on their needs and delivered in an integrated, co-located way with local support services, improving the customer experience, and increasing sustainable job outcomes. This will improve the functioning of the GM labour market and ensure that as residents move into and progress in work, there is a reduction in the number of GM residents dependent on in-work benefits.

9. Specialist Support:

Expand the Working Well Programme and design a new offer for complex 18-65 year olds who have experienced long periods outside of the labour market via Work & Health programme commissioning which fully utilises complementary public services and supports more GM long-term benefit claimants to secure work.

10. Commissioned Activity:

Commission activity that integrates work & skills, supporting the priorities above - including ESF programmes and employment outcomes in GM health (particularly mental health) commissioned programmes.