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**Manchester City Council  
Report for Resolution**

**Report to:** Economy Scrutiny Committee – 3 January 2018

**Subject:** Outcomes from the Economy Scrutiny Workshop with Young People

**Report of:** Head of Work and Skills

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**Summary**

This report provides an overview of the outcomes from the workshop with Young People in November 2017 and consider any proposed next steps to address the areas raised by young people.

**Recommendations**

The Committee is requested to note the report and endorse the following recommendations made by young people:

1. For Curriculum for Life to have a clear focus on creating opportunities for young people to develop their employability skills.
  2. To increase quality opportunities for young people to gain exposure to the world of work including work experience.
  3. To ensure young people are provided with the right balance of advice around academic and vocational pathways.
  4. For partner agencies and young people to develop a proposal for a one stop information hub, co-designed with young people.
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**Wards Affected:**

All Wards

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**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

There are none.

## **1. Introduction**

- 1.1 This report provides an overview of the findings following a Scrutiny Workshop event on 1 November 2017, hosted by the Economy Scrutiny Committee, at which young people from a variety of organisations attended to raise their views on key opportunities and issues facing young people in Manchester in relation to their progression into employment.

## **2. Background**

- 2.1 The Chair of Economy Scrutiny Committee and Elected Members requested a joint meeting with the young people of Manchester to gain a fuller understanding of the views of young people on accessing the economic opportunities in the City and the issues facing them.

- 2.2 The topics for discussion were originally identified following a consultation with the Manchester Youth Council, where they selected themes they felt were important for young people to raise with the Committee. Further consultation with a range of partners led to refining the discussion at the meeting to focus on the following three priority themes:-

- Curriculum for Life;
- Pathways through education including higher education and into work; and
- The affordability of living in the city as a young person.

A report detailing the background context for the discussion was provided prior to the Scrutiny Workshop and a summary of this report was circulated to the young people. These can be found in Appendices 1 and 2.

In line with the Our Manchester Strategy, the Scrutiny Workshop delivered a new strengths-based approach recognising that Manchester's young people have a real stake in their city. Economy Scrutiny Members and the Executive Members present used the Our Manchester approach at this meeting to create opportunities to listen to young people and involve them in creating a city that meets their needs.

- 2.3 The young people who attended the Scrutiny Workshop were from the following organisations:

- First Generation;
- GM Youth Network - Talent Match;
- Manchester Youth Council;
- Manchester Young Lives;
- Reclaim;
- SharpFutures;
- The Manchester College;
- TYSS; and
- Uprising.

- 2.4 Following Cllr Richards introduction, there was an interactive warm-up exercise to engage the group and promote discussion by asking everyone if they agreed, disagreed or were unsure about seven statements relating to the three themes.
- 2.5 At the commencement of the workshop, Committee Members received presentations from young people on the three themes. The young people were asked to include in their presentations a challenge that would form the basis of the discussions in the workshops that followed the presentations. The challenges were:

### **Curriculum for Life and Work Experience**

1. "We need to ensure that young people are provided with a Curriculum for Life that opens up opportunities for ALL young people and upskills them; preparing them for the world of work." *Manchester Youth Council*
2. "How can we improve the quality of work experience for ALL 11 - 18 year olds?" *Manchester Youth Council*

### **Pathways through Education**

3. "How can the unique pressures and barriers faced by young people through the educational pathway, from school to Further Education into Higher Education or into work be mitigated - in order to best support and equip future generations?" *Reclaim*
4. "Restrictions on young people accessing apprenticeships: Many young people haven't got the qualifications / skill set to apply for apprenticeships. What else can the City do to bridge the gap between school, college and apprenticeships?" *Manchester Young Lives*

### **The Affordability of Living in the City**

5. "What can the council recommend to do/can put in place to create a free base for young people to go for independent and bespoke advice and guidance on all the traditional 'adult' stuff that they don't teach you at school.
  - a. Savings (why, what, when, how)
  - b. Pensions
  - c. How to rent a house
  - d. Should you rent or buy and how to do this
  - e. What's best for them and why?" *SharpFutures*

The challenges were divided between the themes and the attendees were split into three groups, providing an opportunity for Elected Members, young people and Officers to undertake more detailed discussions around the themes, identifying barriers and potential solutions.

### **3. Outcomes of the Workshops**

#### **3.1 Curriculum for Life and Work Experience**

In order to respond to the first and second challenges, the Curriculum for Life and Work Experience group split into two with one group looking more closely into Curriculum for Life and the other into Work Experience.

3.1.1 Below is a summary of the main points discussed in the workshops:

- Curriculum for Life should provide opportunities for young people from all walks of life, including those who may have some form of disability, those who wish to travel, young people who come from disadvantaged communities and those who may be disenfranchised with the education system;
- Young people would like careers education that prepares them for the world of work now and in the future, including work experience that is relevant and meaningful and for the opportunity to participate in enterprise projects developed with businesses;
- They want to be able to practice the skills they need to successfully apply for work, have access to high quality mentoring and know their rights as well as how to handle discrimination;
- Young people would like opportunities to experience a variety of workplaces, meeting different employers and travelling around the City; and
- They would like opportunities to provide feedback and help to shape the work experience offer such as introducing agreements between the employer and work experience employee.

3.1.2 Following this workshop the group identified two clear recommendations. These were:

- The introduction of weekly careers education in schools and colleges, providing young people with the information they need and creating opportunities for young people to develop their employability skills; and
- The development of a high quality work experience offer across the City, enabling young people to practice their employability skills and explore different career pathways and workplaces.

#### **3.2 Pathways through education and into work for young people**

In order to respond to the third and fourth challenges, the Pathways group split into two with one group looking more closely into the unique pressures and barriers faced by young people through the educational pathway and the restrictions on young people accessing apprenticeships.

3.2.1 Below is a summary of the main points discussed in the workshops:

- There are a wide range of pathway options including academic, technical/vocational, re-engagement and youth employment, along with different ways to gain experience of the world of work;
- The pressures and barriers young people face and restrictions on access to apprenticeships are predominantly concerned with the lack of access to balanced careers advice for both parents/carers and the young people themselves, and the affordability in terms of low or no pay;
- Additionally, the restrictions on access to apprenticeships comprise of the lack of places making it a very competitive pathway, lack of practical help to navigate the application process and individual personal circumstances;
- Young people would like financial support to gain the employability skills and experience they need via paid internships, bursaries, discounted transport; and
- They would like a central Careers Hub where they can go for high quality information, advice and guidance on all of the pathways, that will also broker employer engagement with schools including pre-employment training. This should be supported by all partners.

3.2.2 Following this workshop the group identified a number of recommendations. These were:

- To create a Careers Hub providing high quality information, advice and guidance as well as opportunities for young people and CPD for partners, supporting all schools and colleges to provide pre-employment training and equal promotion of vocational pathways;
- To lobby GMCA and Central Government to create a Living Wage for apprentices;
- To explore alternative funding support such as pupil premium for vulnerable groups and reintroduce Education Maintenance Allowance; and
- The Council and its partners should consider providing better public transport routes, with less focus of having to commute through the city centre.

### 3.3 The affordability of living in the City

The Affordability group worked together in order to respond to the fifth challenge.

3.3.1 Below is a summary of the main points discussed in the workshops:

- The impact of different benefit rules and the potential reduction in household income moving from benefits into employment;
- There was a growth of expensive housing within the city centre which did not match salaries of young people;
- The cost of travel on public transport;

- Basic understanding around household economics; and
- Lack of knowledge regarding financial assistance available.

3.3.2 Following this workshop the group identified a number of recommendations. These were:

- Consideration should be given to the establishment of a one stop shop for advice and guidance, including access to information via a website/mobile app;
- Practical information and advice to be provided through Schools and Colleges on aspects of working life (pay slips, National Insurance contributions, taxation);
- A travel card/system to be introduced that can be used across all of Greater Manchester;
- A discounted transport offer for young people between 16 and 24 who live in Manchester and are in employment should be introduced; and
- Consideration should be given to the introduction of a peer mentor programme where a young person who has previously gained employment can coach those about to enter into work.

#### **4. Recommendations**

Officers attending the workshops have considered all of the recommendations presented by the young people. A number of these have been prioritised that MCC can work with partner agencies and young people to take forward. They encapsulate several of the recommendations and ideas. However, the young people will need to be consulted to ensure they agree.

The Economy Scrutiny Committee are asked to consider the following recommendations:

1. For Curriculum for Life to have a clear focus on creating opportunities for young people to develop their employability skills.

“More opportunities for a young person to develop their communication skills”  
“Even becoming volunteers is difficult - some places have waiting lists”

2. To increase quality opportunities for young people to gain exposure to the world of work including work experience.

“Because they need it - the world is competitive”  
“Work placements should be very relevant”

3. To ensure young people are provided with the right balance of advice around academic and vocational pathways.

“Career advice geared towards A levels - vocational courses deemed ‘less’ in route to success”  
“Parents awareness - what if they are unemployed?”

4. For partner agencies and young people to develop a proposal or business case outlining a co-designed one stop information hub.

“One stop shop for advice - practical advice on all aspects of working life”

“For parents and carers too”

“Supported by real people (not just online)”

“A central hub for careers advice”

## **5. Conclusion and Next Steps**

As a vibrant and diverse city, Manchester’s growing population is full of young people who can be a real asset, can contribute to the projected economic growth and make the most of the associated job growth. However, there were a number of challenges and barriers faced by young people, some of which relate to their stage of life, while for other young people their background affects their life chances.

The workshops provided a good opportunity to look at a number of issues that affect young people’s journeys through education and into employment. The young people identified a number of recommendations which Elected Members and Officers could look to implement. Some of the proposed recommendations require further investigation as these would require some form of financial investment. A small number of recommendations are beyond the remit of the Council and have implications at a Greater Manchester level. A commitment was given that these recommendations would be lobbied at a GMCA level.

The next steps are to consult with young people on the prioritised recommendations, teasing out the detail and agreeing how young people can be involved to develop them further. An Action Plan would then be created with regular feedback to the Economy Scrutiny Committee on the progress being made.



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## **Appendix 1 - Report to the Economy Scrutiny Committee Workshop**

### **Manchester City Council Report for Resolution**

**Report to:** Preparing for Future Life Opportunities – The Challenges Faced  
by Young People of Manchester - Scrutiny Seminar  
1 November 2017

**Subject:** Youth Employment

**Report of:** Head of Work and Skills

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#### **Summary**

This report seeks to provide a summary of the key opportunities for and issues facing young people in Manchester in relation to their progression into employment. Young People have specifically identified three themed areas on which the report focuses, which are: Curriculum for Life; Pathways through education and into work; and Affordability of living and working in the City. The report seeks to provide the background information to prepare the panel for discussion with young people on the challenges they raise. A range of young people have been invited to join the discussion and to share their views and experiences.

#### **Recommendations**

None – this report is for background information only to assist in the debate and discussions at the seminar/workshops

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#### **Wards Affected: All**

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**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- *Our Manchester Strategy 2016-2025*
- *State of the City Report 2017*
- *Manchester Family Poverty Strategy 2017-22, September 2017 to Executive Committee*
- *Curriculum for Life, October 2017 to Children and Young People Scrutiny Committee*
- *Supply and Demand Presentation, July 2017 to Work & Skills Board*

## **1.0 Introduction**

### **1.1 Background**

The Chair of Economy Scrutiny Committee and Elected Members requested a joint meeting with the young people of Manchester to gain a fuller understanding of the views of young people on accessing the economic opportunities in the City and the issues facing them.

The topics for discussion were originally identified following a consultation with the Manchester Youth Council, where they selected topics they felt were important for young people to raise with the Committee. Since then, further consultation activities with a range of partners have led to refining the discussion to focus on the following 3 priority themes:

- Curriculum for Life
- Pathways through education including higher education and into work
- The affordability of living in the city as a young person

### **1.2 Context for the Discussion**

The State of the City 2017 report highlights the context for the discussion:

- Manchester's population is growing and getting younger.
- Manchester's economy is growing particularly in three key sectors: business, financial and professional services; cultural, creative and digital; and science, research and development.
- Manchester's young people and residents are becoming better qualified but more need to develop the skills to enable them to move into and progress within the local jobs market.

Additionally, the Family Poverty Strategy describes how Manchester has one of the highest rates of child poverty by local authority area with 35.5% of children under 16 living in poverty according to the most recent HMRC and DWP data from 2014.

In line with the Our Manchester Strategy, this joint meeting begins a new strengths-based approach recognising that Manchester's young people have a real stake in their city. Our Manchester helps to create opportunities to listen to young people and involve them in creating a city that meets their needs.

## **2.0 Curriculum for Life and Careers Education**

In recent years there have been growing calls from young people locally, regionally and nationally for a 'curriculum for life', equipping children and young people with the skills and knowledge needed to succeed in the real world. There have been similar calls from employer organisations, who highlight a need for school and college leavers to be better prepared for work, particularly in terms of the softer skills like personal motivation and discipline, teamwork, communication etc.

Manchester City Council and partners are committed to developing opportunities to support children and young people 2- 25 years old to develop the knowledge and skills for their future. The Strategic Education Partnership believe that for this initiative to be successful it needs to be adopted across the formal and informal education sector from Early Years to Universities. Young people have identified the topics / themes they want to know more about including careers, politics, financial management, relationship education, emotional health and wellbeing. They have also have identified the skills they need to build including self, management, enquiry, communication and leadership. A framework is being developed to support the delivery of these themes and skills appropriate to different ages and abilities (see Appendix 1). Education settings will be free to interpret and deliver the framework to meet the needs of the children and young people they work with, creating opportunities for them to test out and learn through the active participation in a wide range of activities including work experience, extra curricular clubs, PSHE & Citizenship, leadership programmes and other appropriate initiatives. One of the themes within the draft framework includes 'Skills for Employment'.

## **2.1 Careers Education, Information, Advice and Guidance**

Schools and colleges individually have the responsibility to offer young people high quality careers education, information, advice and guidance (CEIAG) and the majority are committed to doing this. However, the quality remains variable so implementing a Curriculum for Life provides the opportunity to improve CEIAG across the school system.

The Gatsby Foundation conducted research into what makes a high quality careers offer and the Gatsby benchmarks were published in 2015 (Appendix 2). These lay out the elements that each school should aspire to provide, but do not take into account the quality of CEIAG offered.

There are many initiatives in Manchester to support schools and colleges to improve the quality of their careers education offer such as:

- the CEIAG Networks,
- Inspiring IAG, and
- the Enterprise Adviser Network.

The CEIAG Network has been set up to enable peer support, drive up standards and provide quality assurance. It consists of the career leads from the Secondary schools and colleges across Manchester, bringing together pre and post 16 providers. The CEIAG Network is facilitated by Manchester City Council with other partners invited to present their offer to the schools and colleges.

Inspiring IAG was developed in Manchester and is one of twelve awarding bodies across the country to assess the quality of CEIAG via the national Quality in Careers Standard. Manchester City Council is encouraging the achievement of this award to enable quality assurance of the CEIAG offer. Currently, eight schools or colleges have the full award (Gold), three have silver and six have bronze.

The Careers and Enterprise Company was set up to help coordinate relationships between schools and businesses. At a local level, Careers and Enterprise Coordinators (CEC) work to establish an Enterprise Adviser Network (EAN) which aims to create powerful, lasting connections between local businesses and the schools and colleges in their area. Manchester City Council has jointly funded a CEC post to work specifically with Manchester schools. The CEC has engaged 22 schools or colleges and is now working to recruit Enterprise Advisors who will be matched with those schools or colleges across Manchester to improve their strategy around careers education specifically employer engagement.

## **2.2 Encounters with Employer and Experiences of Workplaces**

One of the top issues raised by young people in the 2017 Make Your Mark campaign is work experience, which sits alongside Gatsby benchmarks five and six highlighting the need for young people to have multiple opportunities to learn from employers and have first-hand experiences of the workplace.

An increasing number of schools are re-introducing work experience, although not all offer it in traditional form. Research by Dr Anthony Mann in 2012 shows that those young people who had four or more employer encounters whilst at school were five times less likely to be not in education, employment or training and earned, on average, 16% more than peers who recalled no such activities.

Manchester City Council is offering or developing several levels of workplace encounter specifically targeted to priority groups who are made up of the most vulnerable residents including young people. These include:

- In the Know Town Hall Tours - employment focused tours of the Town Hall complex,
- Pre-Work Experience Induction - a tour of the Town Hall complex while hearing experiences of working for the Council, and
- Work Experience.

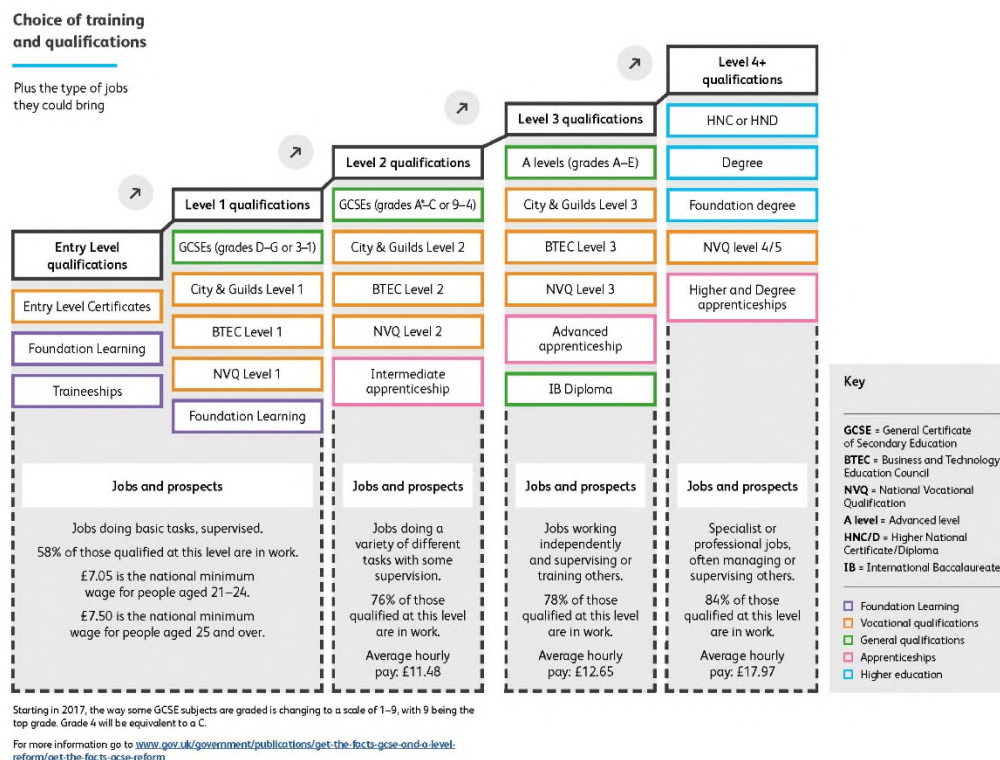
Other initiatives which embed employer engagement within education include mentoring programmes such as One Million Mentors and ReachOut. ReachOut is being supported in Manchester by the Careers and Enterprise Company. They are providing their offer in three secondary schools: The Deans Trust Ardwick, The East Manchester Academy and Manchester Academy. In addition, there are a number of local arrangements e.g. BW3 companies in Wythenshawe provide mentors for post-16 students in the area and provide staff to deliver practical sessions such as mock interviewing.

## **3.0 Pathways**

The pathways from pre to post 16 are shown in the following diagram. The vast majority of young people remain in education doing a variety of courses from level 1 to 3. In June 2017, the proportion of 16 and 17 year olds recorded in education and training in Manchester was 92% with 3.1% whose activity was unknown, according to DfE data. 84.5% were in full time education or training and 5.3% were on an apprenticeship.

To increase awareness on all of the post 16 pathways available to young people, Manchester City Council produces a Pathways booklet for the parents and carers of year 11 learners each year. The booklet also provides labour market information to show parents and carers where the future jobs will be, with 45% of new Greater Manchester jobs over the next 10 years being created in Manchester leading to a forecast increase of 37,500 jobs by 2026. Copies of the Pathways Booklet will be available during the Extraordinary Economy Scrutiny Committee meeting.

Diagram 1 - Pre to Post 16 Pathways

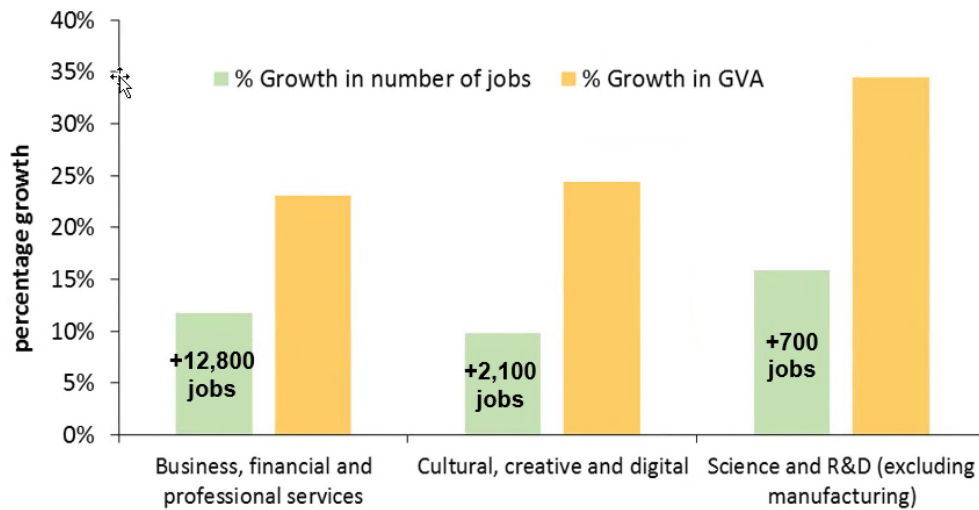


Manchester has 3 clear growth sectors to 2025. The fastest growing sectors are:

- Business, financial and professional services
- Cultural, creative and digital
- Science and Research & Design, excluding manufacturing.

Other large, but non growth sectors in terms of employee numbers include Health & Social Care and Manufacturing.

Graph 1 - Manchester's Growth Sectors, 2017-2025



Source: Greater Manchester Forecasting Model (2016), Oxford Economics

### 3.1 Pathways into Apprenticeships

The number of young people aged 16 to 18 starting an apprenticeship is a small proportion of the overall number and the majority of 16 to 18 year olds who start an apprenticeship begin a Level 2 Intermediate apprenticeship, with 768 starts in 2015/16. There are more than 200 types of apprenticeship across many sectors – from finance to law, engineering to science, retail to healthcare. Business administration remains the most popular apprenticeship with notable increase in digital courses, in line with Manchester's growth sectors.

Table 1 - Manchester resident youth apprenticeship (16-18) starts by sector 2015/16

	Sector	Intermediate	Advanced	Higher	Total
High growth	Creative	0	9	0	9
	Business administration / F&P	256	86	3	345
	Personal Services	70	29	0	99
	Construction	45	7	1	53
	Sport	14	26	0	40
	Retail	16	2	0	18
	Tourism & Hospitality	38	3	0	41
	Science	0	2	0	2
Modest growth	Health & Social Care	167	66	0	233
	Transport & Logistics	86	10	0	96
	Digital	3	59	8	70
	Education	9	5	0	14
Declining / static	Manufacturing & Engineering	58	49	1	108
	Environment	6	0	0	6
	<b>Total</b>	<b>768</b>	<b>353</b>	<b>13</b>	<b>1,134</b>

Table 2 - Manchester resident youth apprenticeship (19-24) starts by sector 2015/16

	Sector	Intermediate	Advanced	Higher	Total
High growth	Creative	0	2	0	2
	Business administration / F&P	238	134	14	386
	Personal Services	41	22	0	63
	Construction	60	10	4	74
	Sport	14	12	0	26
	Retail	29	9	0	38
	Tourism & Hospitality	58	23	0	81
	Science	0	1	2	3
Modest growth	Health and Social Care	139	132	8	279
	Transport and Logistics	63	21	0	84
	Digital	3	13	10	26
	Education	9	10	0	19
Declining / static	Manufacturing & Engineering	36	36	0	72
	Environment	10	4	0	14
	<b>Total</b>	<b>700</b>	<b>429</b>	<b>38</b>	<b>1,167</b>

There are also a vast number of training providers who deliver the qualification for apprenticeships with The Skills Company (Economic Solutions Limited) being the largest provider for 16-18 and 19-24 year olds Manchester residents in 2015/16.

The introduction of the Apprenticeship Levy and the recent growth in Degree apprenticeships means that they are becoming more popular and more widely available. They also provide a practical alternative to university, enabling young people to gain a degree while earning.

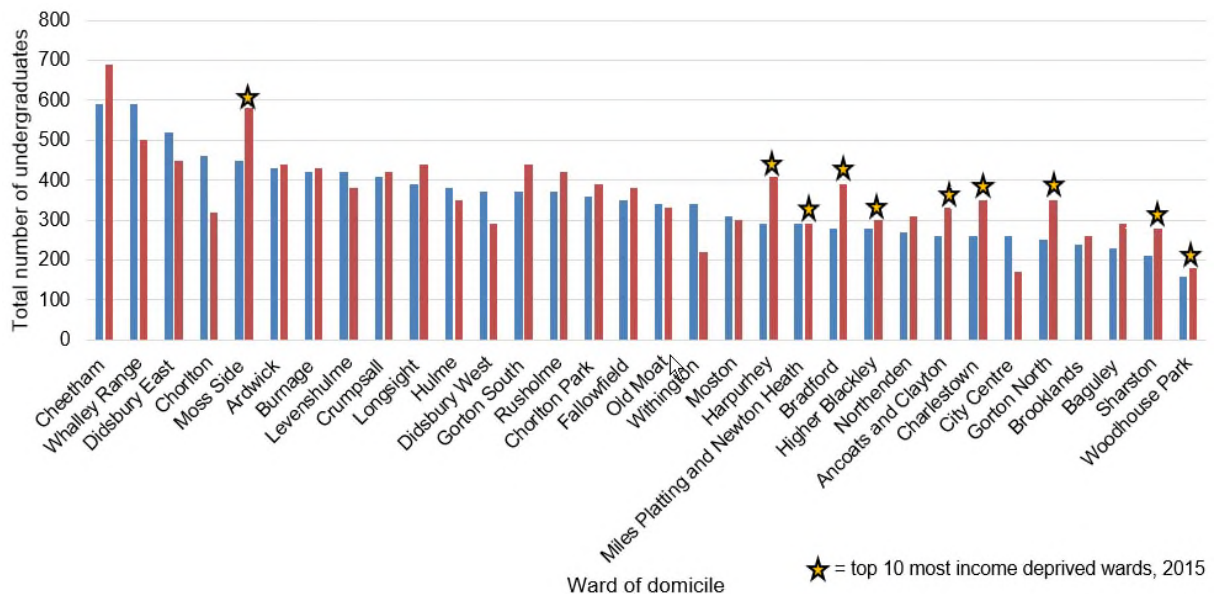
### 3.2 Pathways into Further and Higher Education

The most traditional and academic route for young people is to attend Further Education followed by Higher Education. The most recent data from the Higher Education Statistics Agency (HESA) shows the number of Manchester residents by ward who are an undergraduate student at a UK institution for 2007/08 and 2015/16 (Graph 2). This does not include students studying at Manchester who are not from Manchester.

Overall, there has been an increase in Manchester residents going to Higher Education and all top 10 most income deprived wards have seen increases in their number of residents going to university as undergraduates, which is very positive but most still have many less than other wards (bar Moss Side). Cheetham and Moss Side have the highest number of undergraduates, continuing last year's trend.



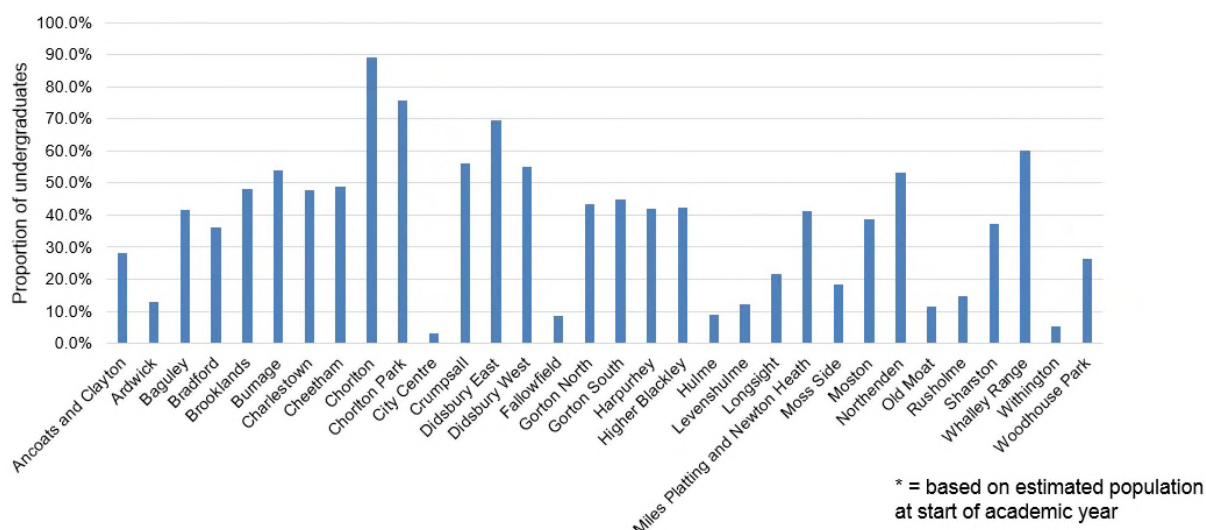
Graph 2 - Number of Manchester Residents by Ward who are an Undergraduate at a UK Institution - 2007/08 and 2015/16



The following graph compares ward population for 19-22 year olds with the number of undergraduates from each ward to attempt to see the proportion attending university. However, not all undergraduates will be aged 19-22 as they can also include mature students, so the proportions may be slightly higher.

The graph shows that Cheetham and Moss Side have a very large number of 19-22 year olds but as an overall % of 19-22 year olds, they are just below 50% and just below 20% respectively. Although the numbers are lower, the % are higher for the affluent South Manchester wards. The % do not include students studying at Manchester who are not from Manchester. It is worth noting that although there are large numbers of students residing in the wards, Withington and Fallowfield are very low considering this (bottom 2<sup>nd</sup> and 3<sup>rd</sup> respectively) when it comes to the % of residents in these wards attending university.

Graph 3 - Proportion of Residents, 19-22 years old, in Manchester Wards\* Attending a UK University - Undergraduate 2015/16



In terms of Further Education, there are many course options available and this will be clarified with the introduction of T (Technical) Levels, set to be developed and phased in between 2020 and 2022.

In terms of A-levels and taking account of Manchester's growth sectors, the percentage of pupils in Manchester taking STEM subjects at A-level is just over 50%. Those achieving top grades of A\*-A in STEM (Science, Technology, Engineering and Maths) subjects has been consistently around 27% over the past five years. This is lower than the national average which is circa 35%. The percentage of pupils achieving an A\*-E pass grade in STEM subjects is similar in Manchester and nationally at around 98.5%

Table 3 - Percentage of Key Stage 5 A-level results in STEM subjects

		2011/12	2012/13	2013/14	2014/15 (baseline)	2015/16
Number of entries	Manchester	1,812	1,844	2,060	2,249	2,479
Entries achieving A*-A	Manchester	27.5%	27.5%	26.7%	27.0%	26.8%
	England	36.3%	35.8%	35.4%	35.3%	35.2%
Entries achieving A*-E	Manchester	98.3%	98.8%	98.8%	93.6%	98.7%
	England	98.3%	98.8%	98.4%	98.5%	98.5%

Source: Department for Education

### 3.3 Pathways for Young People with SEND

Along with the mainstream education and training pathways, young people with special educational needs and disabilities (SEND) are able to access supported internships at post 18. The Supported Internship Programme is an innovative employment focused education curriculum designed to give Manchester young people additional opportunities to develop employability skills in the real work place. The Interns come from a variety of backgrounds with a range of disabilities and are either from local schools and colleges or NEET. The programme runs over one

academic year with each intern receiving a support plan tailored to their needs. Their skills are matched to job roles within the organisation, for example, clerical or catering. Placements may require a certain amount of job redesign to tailor the task, to the young people. Pure Innovations and the Manchester College work with Manchester City Council HROD and the Work and Skills team to coordinate this programme.

The 2016/17 programme saw the start of the fifth year of operation and 10 young people enrolled on the programme. The scheme previously won a prestigious Skills for Business Award in 2015 and there are some great examples of interns who through appropriate support and adjustments have now secured employment with the Council.

### **3.4 Not in Education, Employment or Training**

Those young people who are NEET or Unknown, in reality, have a range of complex needs and vulnerable characteristics. Manchester has between 5000-5500 young people in each year group and the numbers of young people disengaged from education or training changes daily. The Local Authority has a statutory duty to track 16 and 17 year olds and there are around 3-3.6% of this age group who are NEET and 3-5% whose destination is unknown. When 18 year olds are taken into account, these proportions increase.

In consultation with partners, Manchester City Council has developed the NEET Reduction Plan supported by a number of interventions, commissioned services and approaches. The NRP aims to achieve a number of outcomes, primarily focussed on a significant reduction in NEET and unknown figures across the City, reform of CEIAG that engages at an earlier stage with improved transition planning for those young people at risk of becoming NEET.

The Targeted Youth Support Service (TYSS) has been commissioned by Manchester City Council to help reduce the barriers and support young people to re-engage in education or training. It is delivered by Career Connect and links directly with the Early Help Hubs, supports Young Carers and other vulnerable young people.

My Future offers young NEET people from Manchester, aged 16 to 24, a 4 week pre-employment programme followed by 13 weeks paid employment. The young people are employed by The Manchester College, paid at National Minimum Wage and seconded to a company that have recruited them for 3 months. The programme focuses on young people who were furthest from the job market such as care leavers, young people with disabilities and youth offenders. In the year ending March 2017, 115 young people had completed the programme of which 55% had positive outcomes – 56 obtained jobs/apprenticeships, 2 went into further education and 6 were volunteering.

## **4.0 The Affordability of Living in the City**

There are a number of factors that impact upon young people's lives in Manchester including the affordability of living in the city as a young person. Amongst others, this covers income, transport and housing.

### **4.1 Income**

In terms of income, some of the high growth sectors with the greatest skills shortages such as programmers and developers, pay the highest wages. The hour glass shape of Manchester's economy means that highly skilled young people have multiple opportunities to progress, whilst those with low or no skills and qualifications may be working on minimum wages and have insecure contracts.

Some specific issues faced by young people in terms of income include:

- The minimum wage is lower for young people,
- Manchester has one of the highest rates of child poverty,
- Inflation is increasing disproportionately, and
- The benefits system is changing.

The National Minimum Wage (NMW) is the minimum pay per hour most workers are entitled to by law. The rate depends on a worker's age and if they are an apprentice. The National Living Wage was introduced on 1 April 2016 for all working people aged 25 and over, and is currently set at £7.50 per hour. The current National Minimum Wage for those under the age of 25 still applies.

- £7.50 per hour - 25 yrs old and over
- £7.05 per hour - 21-24 yrs old
- £5.60 per hour - 18-20 yrs old
- £4.05 per hour - 16-17 yrs old
- £3.50 for apprentices under 19 or 19 or over who are in the first year of apprenticeship.

The Manchester Minimum Wage was introduced in 2009 as a commitment to support families and individuals and underpin a thriving economy as it raised the payment level which is now at £1.50 per hour higher than the National Minimum Wage. The Manchester Strategy (2016) includes an aim to 'Ensure everybody is paid at least a real living wage'. As the Manchester Minimum Wage is equal to UK Living Wage it will be referred to as the Manchester Living Wage. As a City Council, there is a commitment to work with employers across the City to support the payment of a living wage (it is not a legally enforceable minimum level of pay, but an informal recommendation). Manchester City Council specifically uses our levers as an employer and commissioner to include the Manchester Living Wage as a requirement for our supply chain.

The Family Poverty Strategy aims to challenge Manchester's position as having one of the highest rates of child poverty by local authority area with 35.5% of children under 16 living in poverty according to the most recent HMRC and DWP data from 2014. Of those living in poverty, the vast majority (69.4%) are living in workless

households, whereas 13.6% are living in working households and 16.2% are classed as other poor. The three themes all relate to employment, recognising that well-paid and sustainable work remains the best way of increasing household incomes and moving families out of poverty.

- Theme 1: Sustainable work as a route out of poverty
- Theme 2: Focus on the Basics – raising and protecting family incomes
- Theme 3: Boosting Resilience and building on strengths

Although raising household incomes through employment remains the best route out of poverty, there are a number of challenges facing families living in poverty that need to be addressed in the short-term such as the impact of welfare reforms, the poverty premium and the cost of food and fuel. It is important to note that even though they live in poverty, the majority of families enjoy living in the city with its vibrant and diverse culture.

Despite falling numbers of unemployed and some increase in wages many households are worse off as inflation has risen higher than wage increase. This means that day to day living is getting more expensive but wages are not rising enough to keep up with higher costs. In contrast, pensions are linked to inflation so continue to rise meaning that young people are disproportionately affected.

The impact of the Universal Credit Full Service roll out is raising concerns over a number of changes to how people access their benefits. Full Service Universal Credit is claimed by those on low to moderate income, whether in work, or out of work, because they are seeking work, caring, or too ill to work.

Some of the potential issues so far identified include:

- Claims will be paid as one payment to a single nominated account for the household, rather than to individuals within the household. The single payment to one account for the household may restrict access to finance for young people in the household.
- Some single people aged under 21 cannot access any support with housing cost under the full service.
- The UC Full Service is fully digital which will require claimants to have a certain level of digital skills. Support is being put in place, however there is a risk that claimants mismanage their claim, for example fail to upload required information, which could lead to action from DWP.
- Housing Associations (Registered Providers) have voiced concerns nationally that UC is leading to rent arrears since claimants manage their own budget and are responsible for making rent payments.
- However evidence suggests that vulnerable residents in particular, who have barriers to employment, could be at risk of greater poverty and housing instability.

A working group has been established consisting of key Council services and the DWP and one of their main roles will be to monitor the impact.

## **4.2 Transport**

The predicted economic and population growth over the coming years means lots more people needing to travel for work and leisure, therefore to prevent congestion and plan for the increase in numbers, more people will need to travel by public transport, walk or cycle.

In 2016, residents and businesses were consulted on the Greater Manchester 2040 Transport Strategy by Transport for Greater Manchester (TfGM) and following this their '2040 Vision for Transport' was published. This was a new approach to planning the transport system in support of long-term needs and aspirations. There has therefore been big investment in bus, tram and cycle projects, such as the Second City Metrolink Crossing and the bus and cycling works on the Oxford Road Corridor, as well as the Leigh Guided Busway, Rochdale Road.

After it had been identified that the cost of travel was a major barrier to young people's progress, Andy Burnham, Mayor of Greater Manchester, and Greater Manchester bus operators came up with an offer for young people. This September almost 100,000, 16 to 18 year olds have benefited from half price bus tickets, reducing the cost of journeys and enabling young people to more easily access work opportunities, training, education and skills. The Manchester College where the scheme was officially launched, said: "We welcome the proposal to make travel cheaper for our thousands of students. Typically, over 85% of our students travel an average of more than three miles to get to our campuses for study, the majority using public transport."

## **4.3 Housing**

In a national study of housing options for young people in 2020 (by the Joseph Rowntree Foundation) it was noted that there has been increasing uncertainty in the housing options available to young people in the UK. The recession has highlighted challenges such as high youth unemployment and a lack of available credit. It estimated that around 1.5 million more young people aged 18–30 will be pushed into living in the private rented sector in 2020, reflecting growing problems of accessing both home ownership and social renting.

Three groups of young people are increasingly marginalised: young families, those on low incomes and those with support needs. A renewed focus is needed on improving the supply, quality and stability of housing in both the private and social rented sectors.

Table 4 - Housing average prices, Jan - March 2017

City Centre	Across Manchester
Average property price £193,039	Average property price £171,655
Average rental price £755 per month	Average rental price £573 per month

Analysis by the Council of Mortgage Lenders shows that 48% of purchases by new buyers were “unassisted”, with the rest likely to have had funds provided by parents and grandparents. This highlights the issues for young people to access mortgages to purchase their own home, despite government schemes reducing the amount needed for a deposit.

The Council recognises the importance of affordable homes for a growing population. In the Affordability Policy Framework, the Council is committed to the provision of providing 2,500 affordable homes, over and above the existing 1,900 Homes England affordable Homes programme.

- **Manchester Affordable Homes Programme**  
In this programme we work with Housing Associations (registered providers), who are providing different forms of affordable housing. In the last 5 years partnerships have delivered 2,721 new homes in Manchester, with a mix of Social Rent (approximately 60% of market rent), Affordable Rent (let at 80% of market rent) and Shared Ownership (person buying usually on a lower income, purchases up to 50% of a new home).
- There are plans for an initial 4 Housing Affordability Zones in:
  - Central Estates in North Manchester (including land at Monsall and Moston Lane)
  - Clayton (including land at Eccleshall Street and Ilk/Alpine Streets)
  - Beswick (including land at Grey Mare Lane)
  - Wythenshawe Town Centre

These areas are all well connected by public transport to the City Centre and other jobs markets and will make ideal residential development zones with an emphasis on access to affordable homes. We will also seek to look for other sites across the City using the same affordability principles.
- Establishing the Housing Affordability Fund (HAF) to bring together in one place a range of funding streams to spend on affordable homes.

## **5.0 Conclusion**

As a vibrant and diverse city, Manchester's growing population is full of young people who can be a real asset, can contribute to the projected economic growth and make the most of the associated job growth. However, there are a number of challenges and barriers faced by young people, some of which relate to their stage of life, while for other young people their background affects their life chances.

This report has provided a brief overview of a number of issues that affect young people's journeys through education and into employment. The young people attending the Extraordinary Economy Scrutiny Committee meeting will present their specific challenges to Elected Members for further discussion within the workshops, where they will provide richer detail based on their experiences and living, learning and earning in the City.



## Curriculum for Life Draft Framework

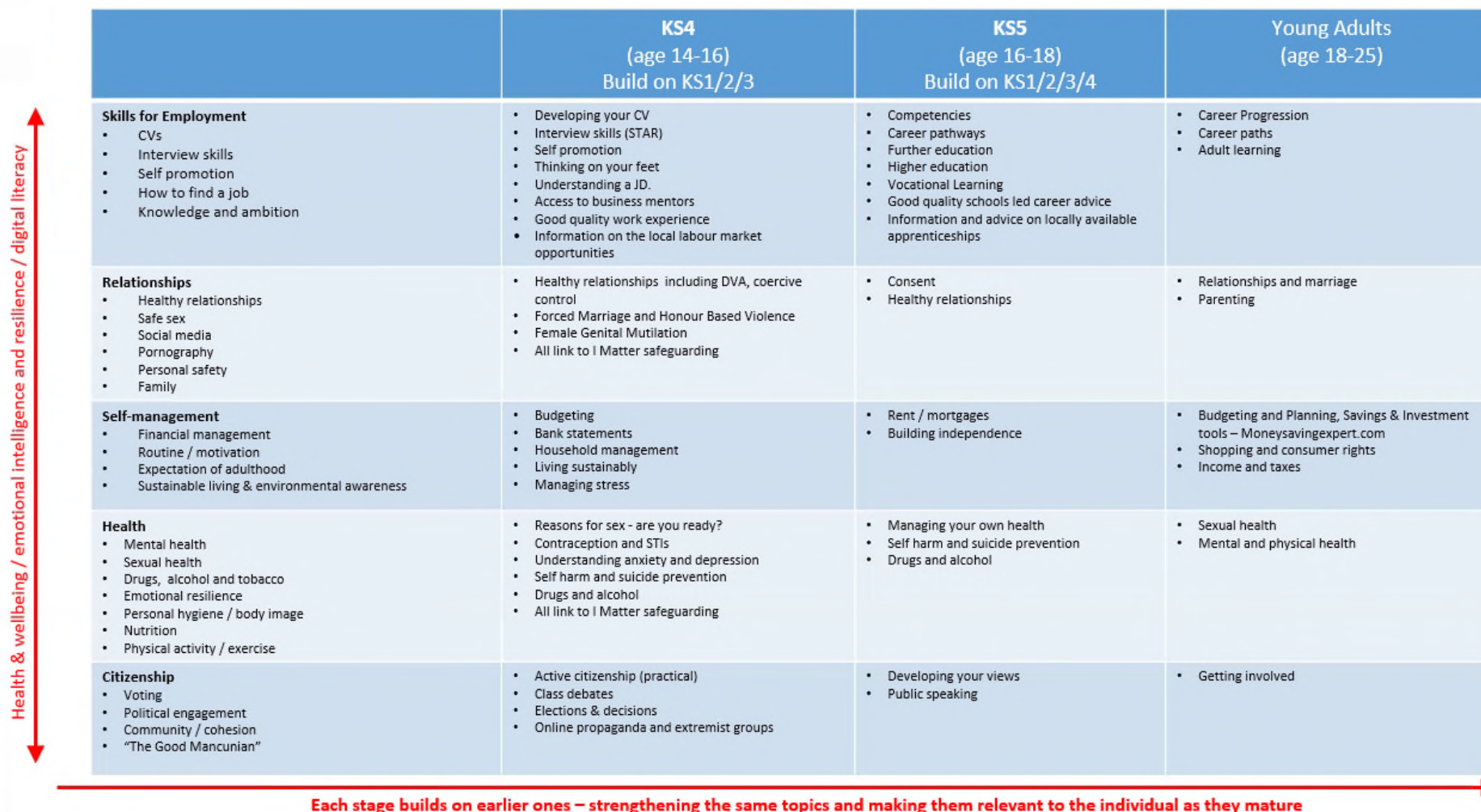
### Curriculum for Life and Employment

	Early Years (age 2-3) Pre School	Upper Foundation and KS1 (age 3-7)	KS2 (age 7-11) Build on KS1	KS3 (age 11-14) Build on KS1/2
<b>Skills for Employment</b>	<ul style="list-style-type: none"> <li>Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>What do you want to do?</li> <li>Why do people go to work?</li> <li>Why is work important?</li> <li>How to be an enterprising individual</li> <li>How to work as a team</li> </ul>	<ul style="list-style-type: none"> <li>What jobs are out there and what's realistic?</li> <li>What do you need to do to get to your dream job?</li> <li>Experiencing the world of work – "work comes to school" days</li> </ul>	<ul style="list-style-type: none"> <li>Self confidence</li> <li>How to find a job</li> <li>How to get experience (e.g. volunteering)</li> <li>Self awareness of softer skills</li> <li>Resilience</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Safe sex</li> <li>Social media</li> <li>Pornography</li> <li>Personal safety</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>The importance of family and acknowledging different families</li> <li>Friendships</li> <li>Respecting other people</li> <li>Respecting yourself</li> <li>Who to talk to if you're not comfortable</li> </ul>	<ul style="list-style-type: none"> <li>Social media / online safety</li> <li>Self esteem and peer pressure</li> <li>Bullying</li> <li>Respecting consent</li> <li>Recognising abuse</li> <li>Understanding others</li> <li>Gender and Sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Consent, sex and the law</li> <li>Pornography (&amp; context)</li> <li>Social media / online safety</li> <li>Trolling / cyber bullying</li> <li>DVA</li> </ul>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>Financial management</li> <li>Routine / motivation</li> <li>Expectation of adulthood</li> <li>Sustainable living &amp; environmental awareness</li> </ul>	<ul style="list-style-type: none"> <li>Early years model</li> <li>"Being willing to have a go"</li> <li>What is money?</li> <li>Use what they know to learn new things</li> </ul>	<ul style="list-style-type: none"> <li>Basics of savings</li> <li>Recycling</li> <li>Keeping your neighbourhood tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Using a bank account</li> <li>Time management (homework, self organisation etc.)</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>Eating healthy</li> <li>Moving around (exercise)</li> </ul>	<ul style="list-style-type: none"> <li>Being comfortable in yourself – everyone is different</li> <li>Being clean is important</li> <li>Importance of eating healthy foods and exercising</li> <li>Medicine safety</li> <li>Getting enough sleep</li> </ul>	<ul style="list-style-type: none"> <li>Puberty – emotional, physical, hygiene</li> <li>Importance of healthy eating and exercising</li> <li>Mindfulness</li> <li>Active travel</li> </ul>	<ul style="list-style-type: none"> <li>Pregnancy options</li> <li>Contraception and STIs</li> <li>Emotional health and well being</li> <li>Who to see if you're ill</li> <li>Hygiene</li> <li>Drugs and alcohol</li> <li>Body image (incl advertising)</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Voting</li> <li>Political engagement</li> <li>Community / cohesion</li> <li>"The Good Mancunian"</li> </ul>	<ul style="list-style-type: none"> <li>Who are your neighbours?</li> <li>What is your neighbourhood like?</li> <li>How can you make it better?</li> <li>Being free from prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Who are our leaders / what do they do?</li> <li>Why does diversity improve a community?</li> <li>Basics of voting</li> </ul>	<ul style="list-style-type: none"> <li>What is a good Mancunian?</li> <li>Mutual community support (OM)</li> <li>Government structures</li> <li>What is a manifesto</li> <li>How to have a debate</li> <li>Active citizenship</li> <li>Social action</li> </ul>

Health & wellbeing / emotional intelligence and resilience / digital literacy

Each stage builds on earlier ones – strengthening the same topics and making them relevant to the individual as they mature

### Curriculum for Life and Employment



	KS4 (age 14-16) Build on KS1/2/3	KS5 (age 16-18) Build on KS1/2/3/4	Young Adults (age 18-25)
<b>Skills for Employment</b> <ul style="list-style-type: none"> <li>CVs</li> <li>Interview skills</li> <li>Self promotion</li> <li>How to find a job</li> <li>Knowledge and ambition</li> </ul>	<ul style="list-style-type: none"> <li>Developing your CV</li> <li>Interview skills (STAR)</li> <li>Self promotion</li> <li>Thinking on your feet</li> <li>Understanding a JD.</li> <li>Access to business mentors</li> <li>Good quality work experience</li> <li>Information on the local labour market opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Competencies</li> <li>Career pathways</li> <li>Further education</li> <li>Higher education</li> <li>Vocational Learning</li> <li>Good quality schools led career advice</li> <li>Information and advice on locally available apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>Career Progression</li> <li>Career paths</li> <li>Adult learning</li> </ul>
<b>Relationships</b> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Safe sex</li> <li>Social media</li> <li>Pornography</li> <li>Personal safety</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Healthy relationships including DVA, coercive control</li> <li>Forced Marriage and Honour Based Violence</li> <li>Female Genital Mutilation</li> <li>All link to I Matter safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Relationships and marriage</li> <li>Parenting</li> </ul>
<b>Self-management</b> <ul style="list-style-type: none"> <li>Financial management</li> <li>Routine / motivation</li> <li>Expectation of adulthood</li> <li>Sustainable living &amp; environmental awareness</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Bank statements</li> <li>Household management</li> <li>Living sustainably</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Rent / mortgages</li> <li>Building independence</li> </ul>	<ul style="list-style-type: none"> <li>Budgeting and Planning, Savings &amp; Investment tools – Moneysavingexpert.com</li> <li>Shopping and consumer rights</li> <li>Income and taxes</li> </ul>
<b>Health</b> <ul style="list-style-type: none"> <li>Mental health</li> <li>Sexual health</li> <li>Drugs, alcohol and tobacco</li> <li>Emotional resilience</li> <li>Personal hygiene / body image</li> <li>Nutrition</li> <li>Physical activity / exercise</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for sex - are you ready?</li> <li>Contraception and STIs</li> <li>Understanding anxiety and depression</li> <li>Self harm and suicide prevention</li> <li>Drugs and alcohol</li> <li>All link to I Matter safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Managing your own health</li> <li>Self harm and suicide prevention</li> <li>Drugs and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Sexual health</li> <li>Mental and physical health</li> </ul>
<b>Citizenship</b> <ul style="list-style-type: none"> <li>Voting</li> <li>Political engagement</li> <li>Community / cohesion</li> <li>"The Good Mancunian"</li> </ul>	<ul style="list-style-type: none"> <li>Active citizenship (practical)</li> <li>Class debates</li> <li>Elections &amp; decisions</li> <li>Online propaganda and extremist groups</li> </ul>	<ul style="list-style-type: none"> <li>Developing your views</li> <li>Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Getting involved</li> </ul>

Each stage builds on earlier ones – strengthening the same topics and making them relevant to the individual as they mature

### The Eight Gatsby Benchmarks for Good Careers Education

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## **Appendix 2**

### **Economy Scrutiny Meeting - 1 November 2017, 4-6pm**

#### **Report Summary for Young People**

##### **1. Curriculum For Life / Careers Education**

- YP want opportunities to develop the skills and knowledge to prepare them for the world of work.
- Employers want YP who have the right set of skills and behaviours to be successful at work.
- Schools and Colleges are responsible for providing young people with careers information advice and guidance.
- Schools and Colleges deliver their careers education and work based learning in different ways including work experience, business engagement and enterprise projects.
- Manchester is developing a Curriculum for Life which is being co-designed and produced with YP. Careers Education and Employability Skills is one of five themes identified by YP.

##### **2. Pathways into Education and Work**

- In June 2017, 92% of YP in Manchester, aged 16 and 17, were in education or training. Of these 5.3% were on an apprenticeship.
- 50% of YP studying A levels are taking STEM (Science, Technology, Engineering and Maths) subjects, which links to the growing job market in Manchester.
- Increasing numbers of young Mancunians are going to university. Cheetham and Moss Side have the highest number of undergraduates.
- YP with special educational needs and disabilities have the opportunity to gain employability skills in a real workplace by doing a post 18 Supported Internship, lasting one academic year.
- In July 2017, about 4% of 16-18 year olds (650 YP) were recorded as not in education, employment or training.

### **3. Economy**

- There will be 37,500 new job opportunities in Manchester by 2025.
- The biggest growth sectors are business, financial and professional services; cultural, creative and digital; and science and research & design.
- Manchester has 35.5% of children under 16 living in poverty and this number is increasing.
- YP have a lower minimum wage ranging from £3.50 for apprentices up to £7.05 for 21-24 year olds.
- Many YP are struggling to meet their living costs including transport and housing. Changes to the benefits system will also impact on young people's lives.