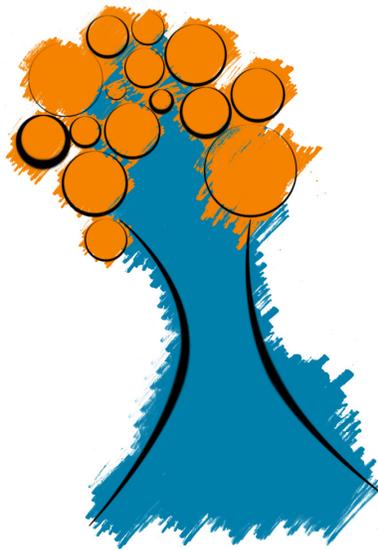


Big Bang Peer Review Workshop Report



Report from a Workshop Held on the 31st May 2013

Introduction

The Big Bang Peer Review Workshop was held on the 31st of May 2013 and attended by a number of representatives from the following sectors:

- Industry
- Training Providers
- Partner Organizations
- Schools and Colleges
- Employability Trainers

It was chaired by Ian Porter Chief Executive of 15billion and facilitated by Jennifer Izekor from WoTs Associates.

Methodology

Annexe 1 shows the presentation that was used to introduce the two packages. Participants were asked to review the materials provided against a set number of questions and answers were recorded. Participants were then supported to identify the key messages that emerged from discussions. Participants were also asked to highlight strengths and potential areas for development on both models to assist in the development of a new model.

The YES Programme

As directed by Die Berater, the workshop reviewed Module 3 of the programme. Overall the YES Programme received very positive feedback from participants. All participants acknowledged the importance of working with employers to enable them to prepare to work effectively with young people as employees. The YES programme was innovative in its approach and it was acknowledged that there were not many equivalent programmes in the UK.

Feedback from Participants on YES Module 3:

Do you think the materials will assist HR managers in preparing their staff to work effectively with young people?

Overall the group felt that the materials would be very useful in helping HR Managers to understand some of the key issues involved in employing young people. However it was felt that the materials would need to be made available to frontline managers who were often the first point of contact for young people.

Key Messages and recommendations

1. HR managers need to be equipped to support employers to be more open in their feedback to young people about their interviews and issues that may arise during their employment. Young people were often not clear about employer's expectations of them.
2. The Toolkit could play a key role in helping HR Managers and others within the organization to understand youth culture more and also see this as a positive thing that could offer real benefits to their businesses. Young people were too often subject to negative stereotypes by employers and managers and this was not helpful in the long run.

What more needs to be done to make the worksheets relevant to UK employers?

It was clear to the group that some of the references in the materials did not translate easily into the UK job market. There was some concern that the language was slightly negative about young people and appeared to assume negative behaviour on the part of the young people.

Key Messages and Recommendations

1. To make this useable in the UK, work would need to be done on the language as some of the references in it e.g. "you rude little bugger" would not be acceptable to a UK audience in this kind of toolkit.
2. Overall format was good and would just need to be tailored to meet UK needs

What support do employers need from a programme like Youth Employment Support?

The group felt that there was significant potential in what the toolkit had to offer employers and that to make a real difference it need to focus on a number of areas:

1. Managing employer's expectations of young people. These can sometimes appear unrealistic and high. This was particularly important for young people from marginalised backgrounds.
2. Employers need to be supported to communicate their expectations to young people more effectively. Some employers in the UK have done a lot of work engaging with graduates through universities but more work need to be done to engage with young people who are rising up through other vocational routes.
3. Employers need to be helped to see how confusing their organisational norms and cultures can be t young people who may not have role models in their immediate families who have worked in similar environments and need to provide information to prospective young employees in a youth friendly way. This ranges from dress codes to approved organisational behaviours.
4. Mentoring is a key part of supporting young people to sustain employment and important that mentors are supported by their organisation.
5. A key area for development was interview processes. One participant expressed her strong concerns about the fact that some interviews were not tailored to the needs of young people and employers appeared to apply a one size fits all approach to interviewing young people fresh put of school and adults who have been in the job market for a sustained period of time. A toolkit could address this by supporting HR managers to develop youth friendly interviews and information about the organisation.
6. A key message was the need to support employers to see young people as positive additions to their workforce. Young people as consumers and employees had a lot to offer organisations and the toolkit needed to reiterate this message so that it actively challenged negative stereotypes of young people.

Feedback from Participants on Dare2Achieve Materials

Participants were shown the D2A materials and reviewed the Dare2Achieve Employability Assessment and Individual Action Learning Plan. The material was well received by the group and feedback was very positive. It was also felt that this was an innovative model with a real focus on building emotional resilience and helping young people to develop their aspirations and recognise their potential. The group considered the following questions:

How thorough are the list of skills set out in the D2A Employability Assessment. Do they reflect the needs of employers?

Participants welcomed the framework of the assessment tool and felt that the skills outlined reflected the skills employers sought. It was felt the layout was helpful and would support young people to assess their skills against key behaviours. It was

Key Messages and Recommendations

1. This approach was important because although employability skills was important, the real challenge was helping young people to understand how to demonstrate these skills to employers and what they actually meant in practice.
2. The self - assessment approach was welcomed as this would help develop self –awareness among users.

How does the assessment tool format assist young people in developing emotional resilience and identifying their learning needs?

As stated above there was a general feeling that the toolkit had the potential to help young people develop their emotional resilience when used alongside other exercises and training tools within the D2A model.

Key Messages and Recommendations

1. Important that the programme continued to rely on the engagement of other people – employers, mentors, inspirational speaker and past students to deliver key messages about the importance of emotional resilience to young people. This was a unique aspect of the programme and was a really useful way of engaging young people from marginalised communities who could hear directly from people who had overcome adversity to achieve their potential.
2. It was recognised how important the skills of the trainer was to delivering the programme. Participants agreed that the trainer need to have an understanding of employers needs and how to succeed in the job market as well as being able to engage with young people on an emotional level and practical level.

How can Dare2achieve help bridge the gap between employer's expectations and young people's learning needs.

Participants felt the overall model was robust and highlighted a number of issues that needed to be addressed in the model or any future developments:

1. The focus on behaviours and aspirations was very important, as many young people needed this to develop their potential in the work place.
2. Important that the model was tested in schools and employers were supported to understand how a programme like this could act as a bridge between employers and young people.
3. There needed to be a focus on basic skills like numeracy, literacy and IT as this was also very important to employers.
4. There needed to be an evidence base to demonstrate how successful the model was and it needed to be clear who the model was aimed at.
5. The roll out of a programme like this needed to be supported by Government drivers to build young people's emotional resilience within the labor market particularly those from marginalized communities.

Final Remarks

Overall the group felt that the two models complemented each other with YES being employer focused and D2A focused on young people.

To bridge the gap, both models would need to draw on each other to ensure there was a real bridge between employers and young people with both groups being supported to understand each others expectations. Clearly young people needed more employment opportunities and employers who would offer them the opportunity to grow as employees and adults and employers had much to gain from young people from marginalized communities as employees and potential consumers.

Both models needed to work hard to promote employment and apprenticeships as a viable progression route for young people.

J.Izekor

WoTs Associates

July 2013

The Big Bang Project

Peer/ Stakeholder Consultation Event



Developed by Jennifer Izekor (Wots Associates) for 15 Billion

What is Big Bang?

- Big Bang is a consortium from across the ‘culture clash’ stakeholder spectrum.
- Big Bang is concerned with **Worklessness, social exclusion and low ambition the ‘culture clash’ between work-based culture and a culture of worklessness, social exclusion and low ambition.**
- **The main aim** of Big Bang is to import and export, test and adapt existing innovative Vocational Education and Training (VET) methodologies that have been developed to address the ‘clash’.

YES

- The concept of **Youth Employment Support** is a comprehensive offer to HR managers, recruiters and in-company advisors who employ and educate young people consisting of training and coaching modules. Developed by Die Berater
- The **YES training** offers profound training in all areas relevant for educating and supervising difficult young people. Face-to-face meetings are accompanied by online learning facilities. This offers opportunities for individual study, further reading as well as for exchange of experiences with trainers and colleagues through the virtual support platform.

The YES Training Modules

- The YES training consists of the following modules:
- Module 1: Profile of in-company recruiter/mentor
- Module 2: National law and support
- Module 3: Behavioural aspects
- Module 4: Soft skills
- Module 5: Pedagogical aspects

Each module is presented as worksheets and information briefs

Module 3 – Focusing on the behavior of young employees and employers

- Do you think the materials will assist HR managers in preparing their staff to work effectively with young people?
- What more needs to be done to make the worksheets relevant to UK employers?
- What support to employers need from a programme like Youth Employment Support?

The **Dare2Achieve** programme

A unique programme developed by WoTs Associates to transform young people's attitude to work and their career potential.

Dare2Achieve focuses on developing emotional resilience and intelligence around employment while building key employability skills. It has four key pillars: **(B.A.S.E.)**

- Beliefs
- Attitudes
- Skills
- Experience

Dare2Achieve

Delivered through flexible workshops, one to one sessions for young people also for professional advisers. At its foundations the Independent Learning and Assessment Tool which looks at nine core employability skills:

1. **Career Management and Personal Development Skills**
2. **Self Management** in the Workplace
3. **Team Working** in the workplace
4. **Problem Solving and Creative Thinking** in the Workplace
5. **Communication** in the Workplace
6. Application of **numeracy** in the workplace
7. Application of **literacy** in Workplace
8. Application of **IT** in the Workplace
9. **Business and Customer** Awareness

The Dare2Achieve Approach

- How thorough are the list of skills set out in the [D2A Employability Assessment](#). Do they reflect the needs of employers?
- How does the assessment tool format assist young people in developing emotional resilience and identifying their learning needs?
- How can Dare2achieve help bridge the gap between employers expectations and young people's learning needs.

- Do you think the YES programme and Dare2Achieve programmes complement each other?
- What key components would be in a programme that aimed to meet the needs of employers and young people?
- How could this help Vocational Employment and Training Professionals to support young people from marginalized communities bridge the gap into employment.