

South Yorkshire MCA - Education and Skills			
Improvement area	Proposed themes	RAG	Funding
Educational outcomes	School readiness	Red	Not agreed
	School enrichment	Red	Not agreed
Pathways into work	Employability	Yellow	AEB / DWP
	All age careers provision	Yellow	Reallocate some Gainshare?
Inclusion - no one left	NEETs / youth inclusion	Yellow	Not agreed

inclusion, no one left behind	Adult enrichment / Community Learning		AEB
Skills for the future economy	Technical Education and Apprenticeships		Gainshare, govt funded progs and public sector levy
	Adult basic skills		AEB, but needs investment
	Green skills		Use of AEB
Improving the system	Employer responsive system		Govt funding for trailblazer, brigade various funding streams to deliver
	Re-shaping how we use AEB		AEB
RAG - initial assessment based on thinking about depth and scale of the challenge, MCA capacity and levers for change			

Its Strategy
How do we start taking this forward?
<p>1. Identify existing local and national expertise. Examples would be Doncaster MBC and Sheffield Hallam University / South Yorkshire Futures. 2. Fund a mapping exercise looking at existing activity in SY and outside. 3. Put in place a steering group to report to ESE B. 4. Develop and scope a proposition and measures. 5. Fund an impact evaluation and a longitudinal evaluation exercise.</p>
<p>1. Desk research to consider evidence and develop a menu of options that we may want to consider according to the funding available. 2. Consultation with local authorities on targeting. 3. Are there easier solutions that we may be able to draw on - eg working through groups such as cadets? 4. Consultation with the MCA's Headteachers' Forum. SAN could also consider and make recommendations.</p>
<p>Commission the SAN to consider and make recommendations about what the issues are and which target groups we most need to work on. What do we mean by employability skills? What are the barriers that people face? Has Covid exacerbated issues? What kind of provision would help to address this? What is the disconnect between people and jobs which means we have both rising numbers of people looking for work and rising numbers of job but the two are not cancelling each other out.</p>
<p>Work has started. All age careers provision is a SEP priority and on that basis and following approval by this Board we have established an all age careers group for south Yorkshire. Key questions are 'who do we need to be worried about in terms of careers provision' and 'how do we best meet the needs of those people'.</p>
<p>Starting point: set up a 'youth commission' to help shape the offer to young people. Involve the Youth Employment Group to help steer. Work with the SAN. Make it youth driven, participatory. What are the 10 biggest barriers to young people learning and getting a job? A charter for young people in South Yorkshire?</p>

<p>Within SYMCA's gift to carry out a review of Community Learning. Should be carried out during 2022/23 AY with recommendations for implementation in the 23/24 AY. This is about: more effective and efficient spend, ensuring gaps in provision for priority groups are filled, better supporting progression, exploring £ plus model for funding learning.</p>
<p>Bring in dedicated expertise to develop a plan for apprenticeships encompassing the ideas proposed at the previous board including: an apprenticeships hub, public sector apprenticeships, apprenticeship pathways, developing our provider base to match the needs of the economy, pastoral / funding support for young apprentices in their first roles. Funding is available for this.</p>
<p>Work has started. Rated red because of the depth and long term nature of this problem, now complicated with the inclusion of basic digital skills. We do have a sense of good practice on this issue and have started some action through workshops facilitated by Learning and Work Institute. A big emerging issue is the lack of teaching capacity and lack of support for CPD etc.</p>
<p>Need a skills strand to develop within the MCA's broader workstreams on Net Zero. Consider a green skills expert group to advise on what skills / quals are needed and how we might best procure. But AEB can fund up to Level 3 so we can consider this as a priority for procurement (or for future bootcamp funding) if we can articulate what makes a good progression journey.</p>
<p>Work has started. Skills Accelerator project is underway and will report to Government at the end of March. We will need to learn the lessons and feed them into the priorities we fund for AEB and other funding streams as they come on line. We also need to work out how to embed learning and practices from the SA as it moves from being a pilot project to an embedded part of our architecture.</p>
<p>Making this change is within SYMCA's gift for devolved AEB. Requires dedicated paper in [proposed for June 2022] offering clear vision for incremental change for use of AEB over next 2-3 years. Should be evaluated.</p>

Risks

1. Getting the right level of expertise and resource to drive this piece of work. 2. Funding. 3. Securing buy in from professionals. 4. Unidentified interdependencies.

1. Securing support from the education community. 2. Not being able to do enough that we make a difference

1. Complexity of the employability landscape given the investment by DWP in programmes and the lack of certainty about what's actually happening in the labour market.

1. Careers provision needs to be based on firm LMI and data / evidence about future demand for skills in order to have an impact on the routes people choose to take.

1. Inaccuracy of data about NEETs and particularly hidden NEETS.

1. Rebalancing of funding to support residents across Couth Yorkshire may require changes to historic allocations.

1. Speed with which we are able to move forward on this major programme.

1. Failure to address demand, supply, teaching / learning and achievement as a coherent whole and to embed basic skills within vocational delivery means we will fail to deliver the best for learners.

1. Lack of knowledge and understanding about precisely what to procure means we hold back from doing anything which then has a knock on impact on Net Zero ambitious.

1. Timelines for the Skills Accelerator have been tight with insufficient time to properly test provider responsiveness.
2. Ensure that the LSIP doesn't just become another hurdle that separates employers and provision.

1. Timeline for change. Sudden change can be difficult for the provider market to absorb and less effective in bringing our best providers with us. Taking change more slowly means we are operating in a sub-optimal way for longer.