



## Well-being Objective 4

Start Well - Ensure all young people are in Education, Employment or Training (EET) and are following productive learning and career pathways.

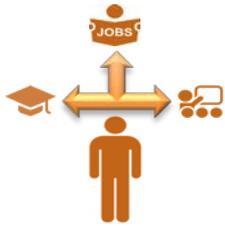
### Work towards ensuring EET continues

Published results for the numbers of NEET are currently unavailable for those students leaving schools in Wales during 2019. The results are obtained from Careers Wales Destination Survey which was not concluded in March 2020 due to the COVID-19 outbreak. However, work to ensure that all our young people will remain in Education, Employment and Work Based Training has continued and confirmation has been received that European Social Funded projects will continue until August 2021

### Why it is important

- Reducing the number of NEET young people reduces the effects of poverty and the wider cost to society of support services, reliance on benefits and offending.
- It is essential to maximise the life opportunities of children, ensuring that as many young people as possible are able to progress to school 6<sup>th</sup> forms, Further Education Colleges, apprenticeships, training provision or work.
- It enables young people to contribute positively to their local communities.

### Success Measures

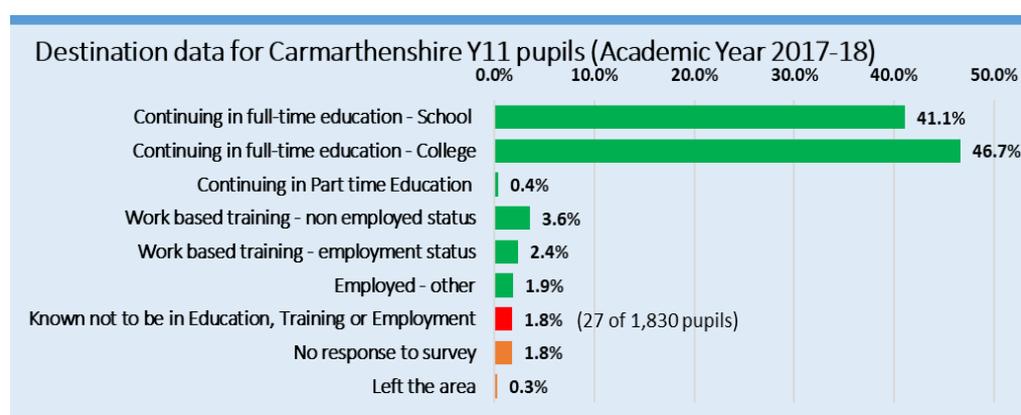


**1.8%** year 11 pupils &  
**4.9%** year 13 pupils  
 are Not in Education, Employment or Training (NEET)  
 (Previous year - Yr 11: **1.4%** & Yr 13: **3.0%**)

### Explaining the Results

The Office for Statistics Regulation have stated that results for this measure will not be published this year due to changing their data gathering and release practices, focussing efforts on priority analysis and statistics for as the demand increases for statistics and data to measure the impact of the COVID19 pandemic. **The last available data for 2018/19 (Academic year 2017-18) is represented above and below:**

- 1.8%, or 32 of **Year 11** pupils becoming NEET equated to 96.1%, or 1,743 pupils remaining in Education, Employment or Training. A small number of pupils (38), either did not respond to contact or were known to have left Carmarthenshire. The result ranked 14<sup>th</sup> in Wales and above the Welsh average of 1.6%.



- 4.9%, or 33 out of 673, **Year 13** pupils were known to become NEET, with 41 pupils either not responding to contact or being known to have left the area. Factors previously affecting the result include the rising cost of higher education, young people's awareness of training and employment opportunities and limited identification of this group of young people by schools following the A Level results. We will seek qualitative data to improve on this situation.

***“I liked having a chance to talk about stuff that worries me”***

A young person was referred to the Cynnydd project having moved into the area a year previously and despite being on roll at a local secondary school, had not attended at all.

Careers Wales organised a work placement and helped the young person to develop a plan for the future. The School Engagement Team saw the young person for 2 sessions a week. 1 to 1 support was given to achieve a qualification and support regarding healthy relationships and anger management, as well as focusing on raising self-esteem, confidence and aspirations. Group sessions included a range of activities including speaking and listening, STEM activities, challenging prejudices and improving social skills. The young person was also signposted towards local youth clubs and boxing clubs, and was offered support to attend these clubs if they so wished.

The young person engaged very well and completed a BSC qualification and a Word Processing OCN from Agored Cymru. The YP has made great progress with developing social skills and managing emotions/feelings. YP is more positive about the future and better recognise that actions have consequences. This person commenced a traineeship and was no longer NEET.

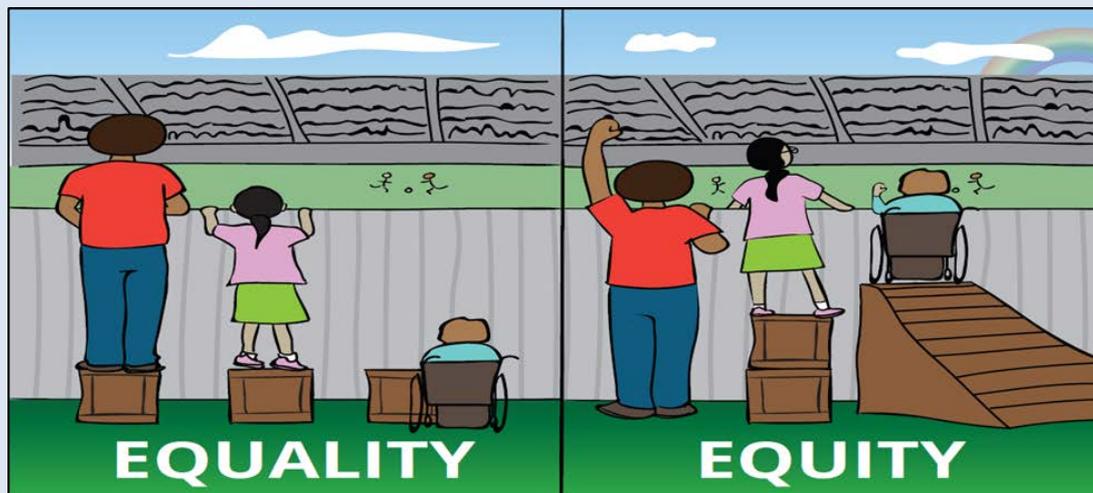
## Progress Made

- ⦿ We have continued to deliver the local elements of the Cynnydd and Cam Nesa European Social Fund projects. Many young people at risk of becoming NEET have achieved qualifications, progressed into employment, education or training and have improved their attendance, attainment and behaviour as a result of Cynnydd interventions.
- ⦿ Over the past 5 years, people with learning disabilities in Carmarthenshire, Pembrokeshire and Ceredigion have worked together to develop a Learning Disabilities Charter – a simple list of things they expect, and need, to live fulfilling lives. The Charter has been developed with support from the Welsh Government’s Intermediate Care Fund, the West Wales Care Partnership, and Pembrokeshire College. It is supported by the County Councils of Carmarthenshire, Ceredigion and Pembrokeshire, and the Hywel Dda University Health Board. Organisations, companies and individuals can sign the Charter and commit to treating everyone equally. There will be a quality mark developed which will be awarded to organisations or businesses who demonstrate they live up to the standards and aspirations of the charter.
- ⦿ The Youth Engagement and Progression Framework (YEPF) is well imbedded within the Youth Support Service. Vulnerability Assessment Profile Meetings have been held termly in the county’s secondary school provision. Additionally, Support into Employment Education and Training Meetings are held with key stakeholders for those above statutory school age.
- ⦿ The new curriculum in its final form was released on 28th January 2020. Momentum has therefore been building in ERW (Education through Regional Learning) support for implementation in schools. Carmarthenshire County Council are actively supporting this endeavour and our local interpretation of the new curriculum continues to take shape.

## The way we work

### Education and Children's Services Department Equity Policy

**EVERY LEARNER MATTERS:** Proposals to Promote Equity, Well-being, Inclusion and Excellence in Carmarthenshire's learning communities



To Improve opportunity for all:

- Including all learners and ensuring that each individual has an equal opportunity for significant educational progress is a fundamental human right. This should be supported by an **equitable** and **inclusive** educational system
- Equitable and inclusive learning communities also stress **pupils' well-being**, coupled with a complementary focus upon educational **excellence**
- Major forces such as globalisation, migration, economic and social change are potentially propagating inequalities in our communities, families and the learning settings that serve them. Our wish in Carmarthenshire is that no one is left behind and that **each child can be the best they can possibly be**, by being afforded every opportunity to **fully realise their potential**
- In essence, '**Every learner matters and matters equally**' and this document paves the way towards realising that ideal in Carmarthenshire's learning communities
- This appetite to develop policy and practice in this area is governed by our collective **moral purpose** for education, and we wish to propose actions based upon a universally agreed **ethical** frame of reference
- The international and national policy backdrop is touched upon, which supports proposing a unifying vision for this area of emerging practice.
- We already have a lot to celebrate in Carmarthenshire whilst promoting equity and inclusivity.
- This future can be further co-constructed with key officers and school practitioners
- Ensuring **minimum standards** in primary and secondary schooling would appear imperative if we're to attain **equality and Social Justice**
- In order to achieve as high a level of **equality** as possible (the end game), the means to that end (**equity, wellbeing, inclusion and excellence**) will need to be applied



Executive Board Member For Education & Children  
Cllr Glynog Davies