

SHAPING OUR FUTURE

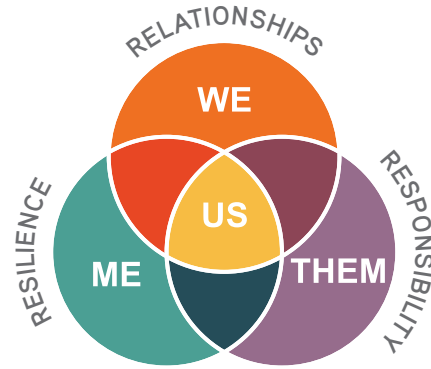
OUR VISION is to play our small part in collaborating with other like-minded organisations and individuals to help shape a fresh approach to inspire and empower a future generation to fulfil their potential and make their unique difference in life.



THE CURRENT CONTEXT FOR YOUNG PEOPLE

The need to be agile, flexible and spot new opportunities, enabling individual's to maximise their talents, fulfil their aspirations and develop their character has never been greater.

To help individuals take responsibility in a changing world we cannot rely just on an old 3R's framework but instead we need to build on this to equip young people with a new 3R's Resilience, Relationships, and Responsibility.



THE 3RS

A NEW MODEL FOR A NEW GENERATION

RESILIENCE

"Equipping individuals with the attitudes, behaviours and strategies to discover, create and realise their potential"

The context... Youth unemployment now stands at 14.4% compared to an overall figure of 5.7%; young people are three times more likely to be unemployed than the rest of the population, representing the largest gap in more than 20 years (Ref: The Fabian Society & ONS).

A change is growing in the concept of careers – this year's school leaver can expect to have on average 10 different jobs by the age of 38 (Ref: A Life of Jobs: 2012).

English children rank 14th out of 15 countries across the world in a measurement of overall life satisfaction. (Ref: Good Childhood Report 2015) Increased levels of mental health concerns are being recorded amongst young people with a leading children's charity reporting a 116% increase in contacts related to suicide and self harm (Ref: NSPCC "On the edge" 2014)

RELATIONSHIPS

"Connecting individuals to people who can make a positive difference in their lives"

The context... There remains a mismatch between the needs of employers and education with skills shortages continuing to be identified within the labour market where employers are finding up to half of all skilled job vacancies hard to fill (Ref: LGA)

New models of "family" are emerging as the proportion of teenagers currently not living with both of their parent's increases - now 45% and due to rise

to 50% for those children who were born in 2013 onwards. (Ref: Robert Mann. Oxford University)

As digitalisation grows there is expected to be a significant impact on work being more interconnected and network oriented requiring individuals to work across different disciplines and collaborate virtually (Ref: The Future of Work 2030)

RESPONSIBILITY

"Encouraging individuals to take responsibility to shape and make the most of personal growth opportunities with the aim of becoming responsible global citizens"



The context... Young people's contribution to the economic future of the UK is increasingly essential where current projections suggest there will be an additional 5.5 million elderly people in 20 years time, equivalent to an increased cost of £50bn per year in pensions and benefits (Ref: R Cracknell. House of Commons Research 2010)

Further need for young people to increase their personal level of responsibility as government scope to invest in employment and education initiatives are challenged by competing fiscal pressures of growing social and pension burdens along with efforts to reduce public debt (Ref: The Future of Work 2030)

Efforts to support individuals to develop a new 3R's needs to begin as early as possible, enabling them to create the habits and behaviours to take control and shape their own personal pathway through life.

SHAPING THE FUTURE STARTS WITH YOURSELF

Encouraging a young person to help themselves by building self reliance, developing positive relationships and taking personal responsibility enables them to take informed, relevant and meaningful steps to fulfil their potential and be all they can be. At the heart of the process is the need to equip young people with the attitudes, behaviours and character to help themselves over their lifetime. They start with “themSELF”

 SKILLS	 EMPLOYMENT	 LIFE	 FUTURE
SELF-AWARENESS What are my skills and passions?	SELF-MOTIVATION Why get a job?	SELF-STYLE What's going on with my life?	SELF-IMAGE Where do I see myself in the future?
SELF-BELIEF How can I boost my confidence?	SELF-RESILIENCE How ready am I to find work?	SELF-SATISFACTION What really matters to me?	SELF-DEVELOPMENT How am I going to move forward?
SELF-PROMOTION How can I promote my strengths?	SELF-WORTH What's my ideal job?	SELF-SUPPORT Who do I need around me?	SELF-FULFILMENT How can I make my world of difference?

We recognise that helping to develop a young person's **Skills, Employment, Life, and Future** (their **SELF**) is not a new problem or one that hasn't already had lots of resources committed to trying to improve it in the past or that is easy to solve. It is not just an education issue; it's an issue that crosses health, social and economic agendas too...

Employability Character Mental Health Well-Being Citizenship Resilience Attainment Work Experience Inspiration Employment Personalisation Enterprise Careers Training Aspiration Skills Apprenticeships Volunteering

The problem is not a shortage of initiatives but rather the connectivity between them and their combined ability to help a young person identify their own **Personalised Pathway**. Ensuring initiatives provide a young person with space to reflect, and learn their own lessons with a trusted significant other are essential. The solution requires us all to make a fresh commitment to be creative and willing to step away from the traditional and safe to embrace a dynamic and cohesive new model of support.

SHAPING A NEW MODEL OF SUPPORT TOGETHER

Our extensive experience across the lifelong learning spectrum has included work with: The Smile Challenge; HeadStart; Sefton Schools; Knowsley Employability Project; Talent Match; National Careers Service and numerous businesses, community groups and higher education institutions.

These exciting projects and partnerships have seen Windmills work with over 5000 young people and 50 different organisations over the last five years and has highlighted four critical factors for success in shaping a young person's future.



Inspiring young people to discover, create and realise their full potential shaped by their strengths, values and what is important to them



Enabling young people to be helped over time, in the whole of their lives by people who care, inspire, challenge and who demonstrate the key behaviours they need to model



Creating fresh opportunities for young people to widen their perspectives and explore different possibilities







Building an authentic culture, systems and processes together with enabling staff behaviours, which maximise the growth of personal potential

To help shape a young person's future we cannot look at any one of these shapes in isolation. Our experience has showed that the ★ ● ■ will only ever be limited in their ability to support a young person if the ▲ 'right foundations' are not in place.

A SHAPE BLUEPRINT

We have developed a best practice blueprint for professionals and organisations to reflect on their current practice, stimulate new innovation and highlight future possibilities. You may wish to use this to personally review your own practice and/or as an opportunity for staff development, quality enhancement and development of future strategy.

Shaping a New Model	Dimensions	Lessons Learned	Inadequate	Requires Improvement	Good	Outstanding	Actions & Comments
 REALISING PERSONAL POTENTIAL	DISCOVER	Are all young people aware of their unique mix of skills, passions and values?					
	CREATE	Does every young person have a clear picture for the future?					
	REALISE	Do all young people have a personalised pathway of experience and opportunities to fulfil their potential?					
 SUPPORTING THE WHOLE PERSON	EMPOWER	Does every young person have a trusted relationship with a key individual(s) in place that helps them to be all they can be?					
	INSPIRE	Are there people and possibilities around each young person to inspire, motivate and excite them?					
	ENABLE	Are there support structures in place that enable young people to experience and experiment with their aspirations?					
 THINKING OUTSIDE THE BOX	CONNECT	How dynamic and meaningful are the employer, community and wider connections for the young person?					
	COLLABORATE	How effective are you at co-creating learning opportunities that link employer and community needs?					
	CONTRIBUTE	How many creative & positive opportunities are generated for young people to make a lasting difference in their wider community?					
 BUILDING THE RIGHT FOUNDATIONS	TRANSFORM	Is a positive, enlightened and strategic culture focused on the young person living and breathing within your organisations?					
	EMBODY	Do all staff practice what they preach and demonstrate CORE (Creative, Optimistic, Resilient, Engaging) behaviours					
	EMBED	Do systems, structures and processes combine, align and sustain the personal potential of the young person?					

We have used this blueprint with partners to help shape the following case studies

REALISING STAR POTENTIAL IN 1000 DAYS

Uncovering 'star' potential, through personalised pathways of support, meaningful student led conversations and new encounters has boosted confidence and self-belief by **67%**, raised aspirations by **67%** and enhanced personal resilience by **66%**

“We have a 1000 days to help shape a young person’s future and we need to make the most of every one of them.” IAN RAIKES – HEAD TEACHER

“Inspire, Care and Achieve” is the strapline for Greenbank High School for girls, near Southport. The leadership team have created opportunities for pupils to make this real by inspiring and motivating them to explore and fulfil their potential using their 1000 days at school.

Acknowledging the challenges of supporting girls in their teenage years, the leadership team wanted to respond to the latest figures by Childline. These showed that girls are more likely than boys to be affected by low self-esteem and unhappiness with 35,000 Childline counselling sessions provided last year (an increase of 9%.) Tellingly their problems seem to strike with the start of secondary school and continue throughout teenage years with more than half the contacts coming from 12-18 yr. olds.

When asked, girls at the school noted that the biggest obstacles they felt they had to overcome to achieve their aspirations were...

Confidence; not always getting things right the first time; being upset about things; their own motivation and belief; and trying to avoid giving up

Every young person felt that these issues needed to be addressed from day one of their 1000 days at school. To achieve this Greenbank’s Leadership team realised:

- The need to move the mission statement beyond “words on a wall” into a more pragmatic, integrated framework of support
- The importance of enabling each pupil to develop their own personalised pathway of progression
- The power of creative coaching conversations between pupils and key staff
- The impact of inspiring every young pupil to realise their potential from day one, in partnership with local employers and the wider community

To kick-start this process a dynamic and participative workshop was delivered, in which pupils identified:

- The skills I love and I’m good at
- The passions and interests I want to pursue
- The networks I need to help me along the way
- The vision I want for my future
- The obstacles I need to overcome
- The steps I need to take to get me there

Pupils created their own “Golden Ticket”, an inspiring 2020 vision for their future and developed their own personalised pathway of support to make this a reality. This personalised plan included ways of building on their key strengths, creative ideas about how to overcome barriers, identification of support networks required and first steps needed to make the most of the next 1000 days. Each “Golden Ticket” has been visually presented in both their form and PSHE classrooms, where key staff are regularly reviewing its progress.

The school leadership team have prioritised this personalised approach by appointing a new British Aerospace STEM Ambassador as Chair of Governors and fostering robust links with initiatives such as CERN where pupils can get involved in non-stereotypical roles.

The school is also developing a creative coaching framework which enables a meaningful pupil-led conversation to be facilitated from which a range of actions emerge for the pupil to engage with. This they select from a blended framework of opportunities that include curriculum based study, volunteering opportunities, employer encounters, clubs and societies offered by the school and project based opportunities for development.

GROWING CIRCLES OF SUPPORT

Providing robust circles of support helps the “GROWTH” of those young people most in need, raising aspirations by **80%**, increasing attainment by **40%**, punctuality by **50%** and attitude to learning by **60%**.

“For the first time I have people around me who care and have given me boundaries. I’m doing twice as well at school than I was this time last year.”

ANNA, 14 YRS OLD

Disengaged young people often have complex problems that act as a barrier to getting them learning again. This can result in a young person who had frequent periods of unemployment in their teens likely to earn 12 to 15% less than their peers by the age of 42. The cost of being NEET between the ages of 16 to 18 is estimated at around £56,000 on an already stretched public purse. Hence the creative motivation to develop “GROWTH”:

GIVING – Smile Challenge

RESILIENCE – Fire Station Visit

OPPORTUNITIES – Peel Port Employers

WELL-BEING – Community led Session

TRANSITIONS – HE Visit

HAPPINESS – Celebration Event

The aim of the “GROWTH” programme was to help pupils who had been identified by St Michaels School, Crosby, as being in the early stages of becoming disengaged, demotivated or having challenges outside of school. “GROWTH” developed targeted support to influence positive engagement in school and community life to influence academic progress, attendance, punctuality and aspirations. It was co-designed by the business and community sectors to create resilient and entrepreneurial behaviours by engaging the pupils in opportunities related to education, health, and business to enhance their future employability and contribution to their local community as active citizens.

The programme provided a range of support mechanisms based within two key dimensions:

- A structured programme of group based sessions themed on GROWTH which included Inspiring speakers and visit to real-world workplaces as well as exploiting opportunities within the community and third sectors locally
- An intensive fortnightly one to one mentoring

session provided by a volunteer business or community mentor enabling the pupil and mentor to reflect on the lessons learned from the programme and how these could be applied to the pupils’ behaviours and activities both in and outside of the school environment:

- 80% of pupils involved recorded an increase in their confidence and clarity of their career vision
- 40% felt their support network had improved throughout the period in comparison to 10% of the control group.
- 30% demonstrated improvements in how they can take control of their life in comparison to only a 10% improvement represented from the control group
- 30% demonstrated an improvement in their awareness of opportunities, to only 10% of the control group

The school identified the following benefits:

- 40% of participants demonstrated an improvement in their educational attainment in relation to assessment levels recorded at the start and mid-way through the project
- 40% of participants increased their attendance during the project
- 50% of participants with punctuality problems showed improvement
- Observations fed back by school staff demonstrated that 60% of participants improved their attitude to learning and 50% their attitude to life and the future
- Comments provided through school staff were very supportive, with participants viewing their experience of GROWTH as extremely positive. In particular the out of school networks an experience that had been accessible as a result of the opportunity to take part

THINKING OUTSIDE THE BOX TO MAKE A DIFFERENCE

1000 pupils, 70 community organisations and 34 schools have thought outside the box to make a difference in their local community, enabling **98%** of young people to enhance their resilience, relationships and responsibility.

‘Outstanding new curriculum with an industrious buzz created from live community-based projects’ OFSTED INSPECTION REPORT 2015

Liverpool City Region is ranked as the most deprived of England’s 39 LEP areas on the “Index of Multiple Deprivation”, with wards in Sefton and Knowsley falling into the lowest ten localities nationally in terms of health and employment. One in ten young people (three in every classroom) has a clinical diagnosable mental health problem (Young Minds) and rates of depression and anxiety amongst teenagers have increased by 70% in the past 25 years. This spiral of deprivation triggers low aspirations and attainments with just 40% of pupils from low income backgrounds achieving five good GCSEs compared to 70% of their wealthier peers (Teach First).

The SMILE Challenge, an asset based community development approach, has begun to reverse this cycle by enhancing young people’s mental resilience, boosting their life aspirations and creating stronger communities together.

1000 pupils transitioning into Year 7 across 34 Sefton and Knowsley schools have engaged in and benefitted from the SMILE Challenge:

Sharing their skills and talents for something
Meaningful to them and their community which
Impacts in a way that
Leaves a legacy and engages
Everyone

Over 60 ‘out of the box’ SMILE ideas have been created and realised ranging from shows and IT training for the elderly, to sports events for the disabled and creation of a magazine and gifts for children and their families in hospital. Over 70 small businesses and community groups have contributed to the challenge including local DIY stores, printers, radio stations, coffee shops, marketing agencies, education business partnerships and voluntary

services. Intensive community mentoring support has been given to schools in areas of high deprivation such as Hope Primary in Huyton who have over 75% of their pupils receiving free schools meals, many of whom also lack a significant male role model.

98% of pupils involved recorded increases in confidence, employability skills and aspirations. Pupils identified a 81% growth in understanding of their strengths and 48% increase in their support networks and networking skills.

‘Getting pupils to identify their talents and use them to make a difference in their community was inspirational and amazing to witness and honestly, the most enjoyable project in my career.’

YEAR 6 TEACHER – HOPE PRIMARY SCHOOL

‘When I was 8 my confidence was stolen by a bully. The SMILE Challenge has given it back to me.’

YEAR 6 PUPIL – HOPE PRIMARY SCHOOL

BUILDING THE RIGHT FOUNDATIONS FOR GROWTH

Young people, charities and employers have co-created **SELF**, a radical new approach to maximising individuals **S**kills, **E**mployment, **L**ife and **F**uture, enabling 2237 unemployed young people to gain employment over the next three years.

“It gave me back my life” AGNES, NEET YOUNG PERSON

With youth unemployment rising to its highest level of 25% in the Liverpool City region and the percentage of NEET 16-17 year olds currently at 7% (9th highest in all LEPs), there is a radical need to transform the way young people with complex needs are supported into employment.

The Youth Unemployment Task Force (2013) engaged employers and young people who together highlighted the critical need to enhance both IAG and work experience provision as part of a Personalised Pathway of Progression.

Merseyside Youth Association under the Talent Match programme, have worked alongside youth champions to co-create a pioneering mentoring programme, tool-kit and support process which empowers individuals to discover, create and realise their full potential.

Many of the young people supported are leaving school a staggering distance away from the employment market, with multiple and complex needs such as mental health, addiction, homelessness, financial debt and relationship breakdowns.

They have been round a system that for them has failed. Rigorous evaluations with these young people over the past 12 months have instead demonstrated the following key “Foundations for Growth”:

- The need to critically address the **L** in **SELF** - the broader **Life** of a young person and overcome complex and challenging lifestyle obstacles and barriers. Without a firm **L** we cannot begin to tackle the **S**, **E** or **F**
- The crucial importance of an ‘intensive mentor’ who is trusted, credible and consistent over time and acts as a positive ‘enabler’ and facilitator
- The value of a Personalised Pathway of working, learning, playing and giving opportunities tailored to the unique needs and strengths of each young person

- The impact of consistent **SELF** development processes and systems which measure each young person’s personalised journey and distance travelled

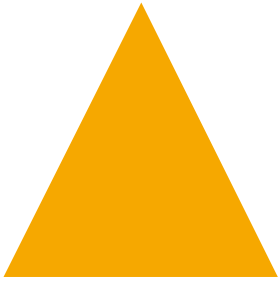
Over seventy agencies and employers led by Carillion, who are building the new Royal Hospital in Liverpool have provided information interviews, skills workshops, visits, work experience and volunteering opportunities as stepping stones along each individual’s personal pathway.

The benefits of this intensive, whole person mentoring approach have been demonstrated by 90% attendance for Carillion apprenticeship interviews compared with 20% from mainstream providers (Ref: MYA). It is the crucial role of a trusted and committed relationship that makes the difference. If these simple building blocks are not in place, the enormous potential of a future generation will be lost.

WHEN THE WINDS
BLOW SOME BUILD
WALLS OTHERS
BUILD WINDMILLS

SHAPING UP – THE LESSONS LEARNED

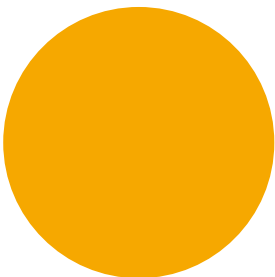
Extensive consultations with schools, colleges, learning providers and employers via seven Careers Inspiration Events have highlighted four critical lessons learned.



85% of providers supporting young people recognised that whilst they were engaged in valuable work concentrating on square and circle activities these were rarely positioned within a consistent, sustainable, joined up framework. These activities whilst positive in their own right will remain “one-off” events if the right foundations (Triangle) of culture, aligned systems and processes, and staff modelling creative, optimistic, resilient and engaging (CORE) behaviours are not built in.



No evidence of an integrated and personalised pathway which enables young people to discover their strengths, motivations, values and vision that begins in primary school, is transferred and continually developed in secondary and supports the young person into post 16 pathways and as they enter into the workplace.



3% of those supporting young people, knew their strengths, maximised their talents for a purpose that inspired them and felt resilient to take control of their career. If those who have a significant impact and influence supporting the growth and development of young people do not demonstrate a CORE set of behaviours how do we develop a new generation to do this?



98% of young people improved their levels of resilience, positive relationships and personal responsibility by connecting with employers and the local community outside the classroom. Whilst benefitting in the short-term the long-term impact will only be maximised to the young person, school and employer if these connections are strengthened within the curriculum and wider school environment.

SHAPING UP – THE RECOMMENDATIONS

Reshaping our approach to support young people is a massive undertaking crossing a wide number of differing agendas and funding priorities. The issues can appear to be so large that it overwhelms our belief that we can influence it in anyway, running the risk of those who read this paper doing nothing at all. Regardless however, of whether you are able to influence national policy, regional or local provision, or institutional services and offers, we can all, on a personal level, take the steps to improve our own interactions with young people. Individually we can make a small difference but together we have the potential to make a greater impact. We are keen to hear from those individuals and organisations who share our vision and wish to respond to one of the following recommendations:

START EARLY – Develop inspirational programmes in primary schools which enable young people to explore who they are, what is important to them, raise aspirations and make a difference in their local community

JOIN UP THE THINKING – Co-develop a “blueprint” for supporting young people so that no matter what your role in helping to shape a young person’s future – government, professional, family; a common approach, language and structure can be utilised.

IMPROVE COACHING CAPACITY – Ensure those who play a role supporting young people (including young people themselves) demonstrate behaviours of creativity, optimism, resilience and the ability to engage others with excellent coaching and mentoring skills

BUILD ON THE 3R’S – Create opportunities for employers, communities, schools and young people to co-develop inspirational ways to enhance the 3R’s of resilience, relationships and responsibility

INNOVATE AND MAKE IT REAL NOW – Create opportunities, for like-minded people and organisations to come together to innovate, build on strengths, and take brave steps to make changes in a positive and sustainable way

SUSTAINABLE SOLUTIONS – Ensure funding rewards excellence in empowering young people to reach their full potential and enabling leaders to create authentic cultures, capable staff and ‘enabling’ systems and processes

CREATING PERSONALISED PATHWAYS – Prioritise the development of flexible and ‘enabling’ pathways of support for young people that respond to their needs as they discover, create and realise their potential throughout education and into the workplace



THANK YOU

Particular thanks go to the following people who have helped us to shape our thinking:

COLETTE TAYLOR
Merseyside Youth Association

LOUISE PARR
Careers Inspiration Service

TIM MOULTON
North Huyton Communities Future

STEVE COOK
Formby High School

ROB TABB
Knowsley Employment and Skills Team

ROBERT HOUGH
Liverpool City Region LEP

DEBBIE PRINGLE
Trinity St Peter's Primary School

GILL DITCHBURN
Sefton EBP

JUNE DICKINSON
Knowsley 14-19 Team

IAN RAIKES
Greenbank High School

RAY PLUMMER
Skills Funding Agency

JAN ELLIS
CDI

SIMON NOKES
Manchester New Economy

BILL ESTERSON
MP Sefton Central



PETE HAWKINS

Co-Director Windmills | pete@windmillsonline.co.uk

HELEN WAKEFIELD

Co-Director Windmills | helen@windmillsonline.co.uk

T: 01704 874903 | www.windmillsonline.co.uk