

## Speaking Out Briefing No. 21

### Education, employment and training

Issues around education, employment and training have always been prominent in policymaking for children and young people. Given the current economic climate and recent legislative developments these topics have moved to the top of many people's agendas. This paper sets out the current policy and legal context around children and young people; education, employment and training; and the children and young people's voluntary and community sector (CYPVCS). It gives case studies of good practice currently taking place in the CYPVCS and considers possible implications for the sector.

This briefing paper is part of the Speaking Out series.

#### Speaking Out

Speaking Out is a partnership between the National Council for Voluntary Youth Services (NCVYS) and Children England, which seeks to build a voice for the children and young people's voluntary and community sector across government.

The project aims to develop closer links between a range of government departments - including the Home Office, Ministry of Justice, Department of Health, Communities and Local Government, Cabinet Office and HM Treasury - and the voluntary and community sector in delivering cross-departmental policies, such as Every Child Matters and *The Children's Plan*, and the direct implementation of initiatives that affect children and young people.

Speaking Out aims to support voluntary and community organisations that work with young people to better understand the impact of government policies on their service users and provide routes to influence policymaking.

The project is funded by the Office of the Third Sector in the Cabinet Office.

#### Who are these briefings for?

This series of briefings intends to provide members of both NCVYS and Children England and other interested parties with background and analysis on specific policy items affecting the sector.

## Other activities

In addition to these briefings the Speaking Out project is developing work streams around the policy themes which include:

- organising a series of seminars and events;
- establishing communities of interest amongst members and other organisations on specific policy themes;
- making representations to government; and
- linking with wider NCVYS and Children England campaigns.

To discuss this briefing or any other aspect of the Speaking Out project please contact Hannah Dobbin, NCVYS's Policy Officer on 020 7278 1041 or email [hannah@ncvys.org.uk](mailto:hannah@ncvys.org.uk), or Sophie Griffiths, Children England's Policy and Information Officer on 020 7833 3319 or email [sophie@childrenengland.org.uk](mailto:sophie@childrenengland.org.uk).

## 1. Introduction

Children and young people are particularly affected by current policy developments around education, employment and training, given that unemployment levels among young people are at a high and the recent change in legislation that requires young people to remain in education until the age of 18. This paper considers the current policy and legal context around children, young people and education, employment and training (in England), current research in the area and examples of how the children and young people's voluntary and community sector (CYPVCS) is working to support children and young people around education, employment and training. This briefing paper considers education in its broader sense, it does not cover 'education' in relation to schools and the National Curriculum.

## 2. Government departments

Several Government departments share responsibilities around education, employment and training. The cabinet reshuffle in June 2009 saw a change in the structure of Government Departments. A new Department for Business, Innovation and Skills<sup>1</sup> (BIS) was created by merging the Department for Business, Enterprise and Regulatory Reform and the Department for Innovation, Universities and Skills (DIUS).

The remit for this new department under the leadership of Lord Mandleson includes:

- investing in the development of a higher education system committed to widening participation, equipping people with the skills and knowledge to compete in a global economy and securing and enhancing Britain's existing world class research base;
- continuing to invest in skills through the Further Education system to help people through the downturn and to prepare Britain for the future; and
- delivering on the Government's ambitious objectives to expand the number of apprenticeships.

The Department for Work and Pensions continues to lead on issues around employment, such as the Future Jobs Fund and the Volunteer Brokerage Scheme (details below). The remit for the Department for Children, Schools and Families (DCSF) is unaltered by this merger of departments.

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<sup>1</sup> Further information on BIS is available via: <http://www.bis.gov.uk>

### 3. Policy context

This section considers the current policy context around children, young people and education, employment and training and highlights some of the key policy developments in the last couple of years. In June 2009, DCSF released statistics<sup>2</sup> for 2008 around education and training. Key figures show that:

- the proportion of young people aged 16-18 who are participating in education or training reached 79.7%, the highest ever rate;
- 88% of 16 and 17 year olds are now participating in education or training, a 1.8 percentage point (ppt) increase on 2007;
- 5.2% of 16 year olds are not in education, employment or training (NEET), the lowest proportion for more than a decade. The proportion of 17 year-olds NEET has also fallen for the third consecutive year; and
- the proportion of 18 year olds NEET has risen by 2.4 ppts to 16.6%, and among the overall 16 to 18 year old group by 0.7 ppts to 10.3%.

Recent reports indicate that these are fast changing figures, a report from the Centre for Cities<sup>3</sup> (June 2009) predicts that long-term youth unemployment will almost treble, between June 2009 and the end of 2011. The number of long-term unemployed young people is likely to rise from 130,000 in May 2009 to 350,000 by December 2011. Furthermore, around one in five young people in the UK are not in work, education or training. Youth unemployment costs the UK economy £10 million a day in lost productivity (The Prince's Trust, 2009<sup>4</sup>). In October 2008, the UK rate of youth unemployment (16 to 24 year olds) rose to more than 800,000 or 16.1% of the total youth population (CIPD, 2009<sup>5</sup>).

Many Government strategies<sup>6</sup> and initiatives have been published that cross over on aims and actions connected with this agenda, consequently there is some duplication within announcements made in relevant policy documents, however this does demonstrate a joined-up approach to implementation. Key recent government policies connected with this agenda are set out below, with areas of relevance highlighted.

#### Budget 2009

The 2009 budget<sup>7</sup> set out measures that aim to help young people in the area of education, employment and skills. These included guaranteeing young people, between 18 and 24 years old who have been unemployed for more than 12 months, a

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<sup>2</sup> DCSF (2009) Press release is available via:

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2009\\_0111](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0111)

DCSF (2009) statistics are available via:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml>

<sup>3</sup> Centre for Cities (2009) *Sticking plaster or stepping-stone?* is available via:

<http://www.centreforcities.org/youthunemployment>

<sup>4</sup> Figures taken from The Prince's Trust website, available via: [http://www.princes-trust.org.uk/about\\_the\\_trust.aspx](http://www.princes-trust.org.uk/about_the_trust.aspx)

<sup>5</sup> CIPD (2009) *Further signs of difficulty facing young job seekers as UK youth unemployment rate rises above Euro area average.* Available via:

<http://www.cipd.co.uk/pressoffice/articles/300109Responsetoeurostat.htm>

<sup>6</sup> NCVYS briefings on Government strategies, including Aiming high and New Opportunities, are available via: <http://www.ncvys.org.uk/index.php?page=361>

<sup>7</sup> A NCVYS briefing on the 2009 budget is available via:

<http://www.ncvys.org.uk/index.php?page=361>

job, work placement or work-related skills training for at least six months. If it becomes necessary to do so, Government stated that it will work with local authorities (LAs) and other delivery partners to determine how participation in one of these options could be made mandatory. Part of these jobs will be funded from the newly created Future Jobs Fund<sup>8</sup>, worth around £1 billion, to which LAs and other large organisations, such as social enterprises and voluntary sector bodies, can bid to create around 150,000 new jobs aimed at young people and jobseekers in deprived communities.

Other key measures within the budget included:

- 100,000 new jobs will be funded through LAs and voluntary sector partners to engage 18 to 24 year olds in jobs that offer high social value. Areas of dense unemployment around the country will also be targeted, with funding for a further 50,000 jobs, including 5,000 green jobs;
- new training courses and community work placements will provide further opportunities, to help fulfil the government's guarantee to those in the relevant age bracket;
- £250m funding to help people get work experience in growth industries; and
- funding to create 54,000 new places in sixth form education.

The care sector has been targeted with Care First, a funding scheme for providers to train and employ young people, being introduced to address a surplus of vacancies in the sector. Care First will offer 50,000 traineeships for young people in the care sector. Social care providers will receive a subsidy for offering sustained employment and training to young people who have been out of work for 12 months.

### Opportunities for all

In January 2009, HM Government launched the cross-departmental *New opportunities: Fair chances for the future*<sup>9</sup>. The White Paper is a 'statement of intent', setting out Government's strategy for how it intends to work with people, families, communities, business and the third sector to give the UK the right platform for future success. The Paper discusses the current economic climate, the concept of social mobility and highlights the need for investment in education, apprenticeships and continued capital investment in schools and colleges, and improved pathways to higher education. The Paper discusses:

- raising skills;
- raising participation and improving choices for under-18s;
- raising participation and improving choices for 19 to 25 year olds;
- reviewing barriers to young people's participation;
- ensuring fair access;
- widening participation and fair access;
- reducing inactivity; and
- transforming transitions.

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<sup>8</sup> Further information on the Future Jobs Fund is available via: [www.dwp.gov.uk/futurejobsfund](http://www.dwp.gov.uk/futurejobsfund)

<sup>9</sup> Further information on the New Opportunities White Paper is available via: <http://www.hmg.gov.uk/newopportunities.aspx>

### Real help for communities

In February 2009, HM Government launched *Real Help for Communities: Volunteers, Charities and Social Enterprises*<sup>10</sup>. The publication is an action plan outlining £42.5 million support for the third sector in the current, difficult economic climate. The action plan highlights that building the skills and employability of young people is a priority for Government and profiles the work of v<sup>11</sup> in supporting young people into volunteering. Government is now matching private sector investment to support youth volunteering pound-for-pound. The action plan also introduced a Volunteer Brokerage Scheme which aims to support volunteer placements for up to 40,000 jobseekers in England, Scotland and Wales over the next two years.

### The National Body for Youth Leadership / The Youth of Today

In February 2009, DCSF announced that the National Youth Agency would lead a consortium to deliver the National Body for Youth Leadership (NBYL). First seen as a proposal in Government's Aiming high strategy in 2007, the NBYL aims to enable organisations supporting young people's leadership 'to share best practice on approaches to supporting young people's leadership, and to increase the number of young people who benefit from these opportunities'. The NBYL's wide range of work programmes include opportunities for young people to shadow Government Ministers and local councillors and youth leadership experiences such as apprenticeships and internships. The NBYL re-launched as The Youth of Today in July 2009<sup>12</sup>.

### 14-19 reform, Raising Expectations and not in education, employment and training

Recent years have seen a raft of strategies and initiatives as part of Government's 14-19 reform programme. The 2005 *14-19 Education and Skills White Paper* set out the detail of the 14 to 19 reform programme. It charted a 10-year reform programme and the milestones needed to achieve it, and sets out a vision of what it is wanted for children and teenagers. This was followed by an implementation plan.

The Raising Expectations agenda has led to several strategies around young people and education, employment and skills. These include the 2006 DCSF *Raising Expectations: supporting all young people to participate until 18* document, which looked at raising the age young people have to stay in education, and the joint DCSF and DIUS White Paper *Raising Expectations: Enabling the System to Deliver* in 2008 which considered how to implement proposed reforms to education and training for pre-19 and post-19 learners.

In November 2007, DCSF published the not in education, employment or training (NEET) strategy which aimed to reduce the number of young people not in education, employment or training. Government stated that it would support LAs and delivery partners to prevent young people from becoming NEET and support those who are NEET to re-engage in education, employment or training. In May 2008, building on the NEET strategy, DCSF published the NEET Toolkit. The Toolkit set out the role of each delivery partner, good practice tips and case studies to support delivery. Alongside

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<sup>10</sup> Further information on Real Communities and its implementation is available via: [http://www.cabinetoffice.gov.uk/third\\_sector/real\\_help\\_for\\_communities.aspx](http://www.cabinetoffice.gov.uk/third_sector/real_help_for_communities.aspx)

<sup>11</sup> Further information on v is available via: <http://www.vinspired.com/v>

<sup>12</sup> Further information on The Youth of Today is available via: <http://www.theyouthoftoday.org>

this, DCSF also produced more detailed guidance on the use of flexible provision to allow young people to start programmes during the course of the academic year<sup>13</sup>.

### Internship Matching Service

In May 2009, DIUS launched the Graduate Talent Pool<sup>14</sup> website for employers to learn more about internships including potential benefits for organisations and costs involved. From July 2009, the website will also offer a service to graduates seeking internships and work experience placements.

### Apprenticeships

In May 2009, DIUS announced that Government would be investing £11 million as part of a new approach to help employers take on apprentices. Around 3,000 new apprentices will be trained at 16 firms over the next two years. Nearly 60% of the funding will be targeted towards 16-18 year olds, with the majority of the remaining support going to 19-24 year olds.

### World class skills

In July 2007, the Government unveiled new plans that aimed to make England a world class leader in skills by 2020. *World Class Skills: implementing the Leitch Review of Skills in England* was the Government's response to the independent *Leitch Review of Skills* and sets out how Government will lead the country into a skills 'revolution'. A section of World Class Skills is dedicated to setting out how Government will ensure that young people are equipped with the skills they need for further learning and employment. Government states that it is doing this by:

- making the school curriculum more personalised and engaging, with better progression routes;
- rolling out 14-19 Diplomas, which will help young people develop the skills they need
  - for work and higher level study;
- making functional skills the cornerstone of young people's education;
- giving all suitably-qualified young people access to apprenticeships through a new
  - apprenticeship entitlement;
- improving work-related learning;
- giving employers greater involvement in the design and delivery of qualifications; and
- consulting on raising the participation age to 18, so that young people are required to
  - stay on in some form of full-time or part-time education and training.

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<sup>13</sup> DCSF (2007) *Reducing the number of young people not in education, employment or training (NEET) : The strategy* and the 2008 NEET Toolkit are available via: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=343&ctype=None&ptype=Contents>

<sup>14</sup> Further information on the Graduate Talent Pool is available via: <http://www.dius.gov.uk/graduatetalentpool>

### Links with existing policies

Education, employment and skills agenda crosses over with several long-term policy initiatives aimed at children and young people, these are highlighted below.

Launched in May 2007, *Aiming high for disabled children: better support for families*<sup>15</sup> (AHDC) is Government's 'transformation programme for disabled children's services'. The programme is currently being implemented<sup>16</sup> and new measures include a Transition Support Programme for disabled young people aged 14-19, launched on 2 December 2008. The national transition support team<sup>17</sup> aims to raise the standards of transition in all local areas and offers resources and support around policymaking in this area.

In July 2007, DCSF published *Aiming high for young people: a ten year strategy for positive activities* (DCSF, 2007)<sup>18</sup>. The strategy sets out a vision of where young people are successfully supported through the transition into adulthood and some of the key factors in shaping that transition including their experience of the education system and labour market.

Launched in December 2007 by DCSF, *The Children's Plan: Building brighter futures* 'aims to make England the best place in the world for children to grow up' (DCSF, 2007<sup>19</sup>). The Plan included a chapter on 'Excellence and equity' which set out Government's plans to enable 'individual progress to achieve world class standards and close the gap in educational achievement for disadvantaged children. It also has a section on closing the gap in educational achievement for disadvantaged children and ensuring that young people are participating and achieving their potential to 18 and beyond. *The Children's Plan: One Year On* (DCSF, 2008<sup>20</sup>) documents Government's progression with implementing The Plan and sets out Government's priorities for 2009.

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<sup>15</sup> *Aiming high for disabled children: better support for families* (HM Treasury & Department for Education and Skills, 2007) is available via:

<http://www.everychildmatters.gov.uk/socialcare/ahdc/>

<sup>16</sup> For updates on programme developments visit:

<http://www.everychildmatters.gov.uk/socialcare/ahdc/news/>

<sup>17</sup> Further information on the national transition support team is available via:

<http://www.transitionssupportprogramme.org.uk>

<sup>18</sup> Further information on Aiming high and its implementation is available via:

<http://www.dcsf.gov.uk/everychildmatters/Youth/aiminghigh/aiminghigh/>

<sup>19</sup> Further information on The Children's Plan, including DCSF (2007) *The Children's Plan: Building brighter futures*, and its implementation is available via:

<http://www.dcsf.gov.uk/childrensplan/>

<sup>20</sup> Further information about the implementation of The Children's Plan is available via:

<http://www.dcsf.gov.uk/oneyearon/>

## 4. Legislation

This section considers recent legislation that affects children, young people and education, employment and training.

### Education and Skills Act 2008

The Education and Skills Act 2008<sup>21</sup> places a duty on all young people in England to participate in education or training until the age of 17 by 2013 and until the age of 18 by 2015. Government sees this as a way to meet its ambition of achieving world-class skills in the UK by 2020<sup>22</sup>. The eligible forms of education or training for young people to be participating in are:

- appropriate full-time education or training (including school, college and home education);
- work-based learning (such as an apprenticeship); or
- part-time education or training, if the person is employed, self-employed or volunteering more than 20 hours a week.

The Act makes a number of other changes to support raising the participation age, including careers education provided by schools for 11 to 16 year olds is strengthened by requiring that the information, advice and guidance given is impartial and offers all appropriate options.

The Act places duties on LAs and employers to enable and support the participation of young people in their area. It also devolved responsibility for delivering Connexions to Local Education Authorities. LAs have also been empowered to arrange assessments of learning difficulty needs in a person's final year of compulsory education and up to the age of 25 for any young person who would benefit from one<sup>23</sup>.

### Apprenticeships, Skills, Children and Learning Bill 2008-09

At the time of writing the Apprenticeships, Skills, Children and Learning (ASCL) Bill is going through Parliamentary processes in the House of Lords<sup>24</sup>. The ASCL Bill introduces a wide range of measures covering apprenticeships, learning and skills and educational provision. Key areas of the ASCL Bill include:

- providing a statutory framework for apprenticeships and creating a right to an apprenticeship for suitably qualified 16-18 year olds;
- dissolving the Learning and Skills Council and creating the Young People's Learning Agency and the Skills Funding Agency;
- transferring the responsibility for funding education and training for 16-18-year-olds to LAs;

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<sup>21</sup> Further information on the Education and Skills Act 2008 is available via: <http://www.dcsf.gov.uk/educationandskills/>

<sup>22</sup> Further information about achieving world class skills, including DIUS (2007) *World Class Skills: implementing the Leitch Review of Skills in England*, is available via: [http://www.dius.gov.uk/reports\\_and\\_publications/leitch](http://www.dius.gov.uk/reports_and_publications/leitch)

<sup>23</sup> Further information on implications of the Act for disabled young people is available from the national transition support team via: <http://www.transitionssupportprogramme.org.uk/resources/toolkits.aspx>

<sup>24</sup> Further information on the Apprenticeships, Skills, Children and Learning Bill is available at the time of writing via: <http://services.parliament.uk/bills/2008-09/apprenticeshipsskillschildrenandlearning.html>

- making provisions with respect to the education of offenders;
- strengthening the accountability of children's services; and
- making provisions in respect of pupil and student behaviour.

Participation Works, a consortium of six leading national children and young people's agencies<sup>25</sup>, is currently lobbying around the ASCL Bill and hopes that the Bill will be an opportunity to strengthen children's rights so that children and young people are heard in all matters affecting them. In particular Participation Works hopes that MPs will seek further clarification from the Government on how children's rights will be strengthened with regard to Children and Young People's Plans (clause 187) and school complaints procedures (clauses 199-217).

YWCA England and Wales welcomes the entitlement to an apprenticeship for all suitably qualified young people and believes that 'the key to success will be to tackle inequality in apprenticeship choices, to increase income levels for those on apprenticeships and to tackle the barriers disadvantaged young people still face to entry'<sup>26</sup>.

### **Disability Discrimination Act and Special Educational Needs and Disability Act 2001**

The Disability Discrimination Act 1995<sup>27</sup> made it unlawful to discriminate against disabled people. It also requires services to make reasonable adjustments to ensure they are accessible. Under the Disability Discrimination Act 2005, LAs and all public bodies have a duty to actively promote equality for disabled people and to have a Disability Equality Scheme which has involved disabled people. The 2005 Act changed the definition of disability slightly, removing the need for people with mental illness to show that their illness is "clinically well-recognised"<sup>28</sup>.

The Special Educational Needs and Disability Act 2001<sup>29</sup> set out the right for disabled students not to be discriminated against in education. It also requires education services to make reasonable adjustments to ensure they are accessible.

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<sup>25</sup> Participation Works is a consortium of six leading national children and young people's agencies (including NCVYS) that enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives. Further information is available via: <http://www.participationworks.org.uk/>

<sup>26</sup> YWCA England and Wales (2009) *YWCA Briefing Apprenticeships, Skills, Children and Learning Bill* is available via: [http://www.ywca.org.uk/resources/category/education\\_skills\\_and\\_employment](http://www.ywca.org.uk/resources/category/education_skills_and_employment)

<sup>27</sup> Further information on the Disability Discrimination Act 1995 and 2005 is available via: <http://www.equalityhumanrights.com/en/foradvisers/keylegislation/pages/keylegislation.aspx>

<sup>28</sup> Children's Rights Alliance for England (2005) *State of Children's Rights in England – Annual review of UK Government action on 2002 Concluding Observations of the United Nations Committee on the Rights of the Child*. Available via:

<http://www.crae.org.uk/pdfs/State%20of%20childrens%20rights%202005.pdf>

<sup>29</sup> Further information on the Special Educational Needs and Disability Act 2001 is available via: <http://www.equalityhumanrights.com/en/foradvisers/keylegislation/pages/keylegislation.aspx>

The National Autistic Society<sup>30</sup> summarises that it is against the law for schools to discriminate against pupils for a reason related to their disability. The discrimination may be in any area of education, for example in:

- admissions;
- exclusions;
- school trips;
- access to the curriculum;
- teaching and learning;
- school sports; and
- school meals.

Providers of early years services have a duty not to discriminate against disabled children in both the education and the day care or other services that they provide. Furthermore, LAs have a duty not to discriminate against disabled pupils or prospective pupils. In effect, LAs come under the schools' duties for schools they are responsible for (that is, maintained or community and some voluntary schools). LAs also have duties in relation to other forms of education including home tuition services and home to school transport. LAs should ensure that all policies, admission procedures and any services they provide to pupils do not treat disabled pupils less favourably.

The Alliance for Inclusive Education<sup>31</sup> is a national network led by disabled people and supported by allies that include parents, educators and Head Teachers. The Alliance has campaigned successfully, over the last 15 years, to remove the legal conditions which have served to limit the rights of children with Special Educational Needs to secure a supported mainstream placement. It has also been influential in bringing education into the remit of the Disability Discrimination Act, strengthening the right of disabled young people to protection from discrimination within the education system.

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<sup>30</sup> Further information on disability discrimination in education is available from The National Autistic Society via: <http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1760&a=13883>

<sup>31</sup> Further information about the Alliance for Inclusive Education is available via: <http://www.allfie.org.uk>

## 5. Human rights, children and young people and education

The United Nation's Convention on the Rights of The Child came into force in the UK in 1992. Under the Convention, children and young people have certain rights in relation to education<sup>32</sup>:

- **Article 28: (Right to education):** All children have the right to a primary education, which should be free.....The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.

Children and young people's right to education is also cited in the Human Rights Act 1998<sup>33</sup>. Protocol 1, Article 2 states that 'children have a right not to be denied access to the education system, and the right to an effective education'.

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<sup>32</sup> Further information on the UN Convention on the Rights of the Child is available via: [http://www.unicef.org/crc/index\\_30177.html](http://www.unicef.org/crc/index_30177.html)

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

<sup>33</sup> Department for Constitutional Affairs (2006) *A Guide to the Human Rights Act 1998* is available via: <http://www.dca.gov.uk/peoples-rights/human-rights/pdf/act-studyguide.pdf>

## 6. Research

The voluntary and community sector and professional organisations have produced research reports and publications on various aspects of education, employment and training with regards to children and young people. This is useful information for people working within this area and for children and young people to help understand the current political, social and legislative context and learn about what is going on in the sector and beyond. Some examples of recent research are given below.

Over the next three years, the Equality and Human Rights Commission (EHRC) plans to 'find ways to narrow achievement gaps and to equip young people from different groups with the education they need to thrive'. As part of its Staying On initiative, the EHRC has published *Staying On: Making the extra years in education count for all young people*<sup>34</sup> which focuses on improving engagement for all young people and highlighting key issues to overcome to ensure full participation in education and training by young people. The report also sets out a series of recommendations for the Government and the EHRC including that the Government should review funding for 16-18 provision and that the EHRC should work with the new National Apprenticeship Service to boost and promote closer links between learning and jobs.

In June 2009, the Nuffield Review of 14-19 education and training<sup>35</sup> published its final report. The Review started in 2003 and is an independent assessment of all aspects of 14-19 education and training including: aims, quality of learning, curriculum, assessment, qualifications, progression to employment, training and higher education, institutional provision, governance and policy. The key question asked by the Review is 'What counts as an educated 19 year old in this day and age?'. The report ends with recommendations including predictable and long-term funding should be provided to the voluntary, community agencies and youth service, which are essential partners in the 'education of all'.

Prompted by the move to raise the age of participation in education or training, Barnardo's (2009) researched young people's (most of who were currently, or had recently been, not in education, employment and training) views on engaging with education. Recommendations in the subsequent report<sup>36</sup> include stating that alternative and vocational pathways should be available in every area as a positive 14-19 option and that Government should work with third sector partners to develop outcomes measures which fairly reflect the progress of young people who face significant barriers to participation and achievement.

Figures issued by the Trades Union Congress (TUC) in November 2008<sup>37</sup>, show that the numbers of young people aged 18-24 unemployed for up to 6 months, and for over 6 and up to 12 months are rising more sharply than for the general population of

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<sup>34</sup> Further information on EHRC's work, including *Staying On: Making the extra years in education count for all young people*, is available via:

<http://www.equalityhumanrights.com/fairer-britain/staying-on/>

<sup>35</sup> The Nuffield Review of 14-19 Education and Training (2009) *Education for All: The future of education and training for 14-19 year olds* is available via:

<http://www.nuffield14-19review.org.uk/cgi/documents/documents.cgi?t=template.htm&a=206>

<sup>36</sup> Barnardo's (2009) *Second Chances: Re-engaging young people in education and training* is available via: [http://www.barnardos.org.uk/10942\\_2nd\\_chances\\_report.pdf](http://www.barnardos.org.uk/10942_2nd_chances_report.pdf)

<sup>37</sup> Trades Union Congress press release available via: [http://www.tuc.org.uk/em\\_research/tuc-15589-f0.cfm](http://www.tuc.org.uk/em_research/tuc-15589-f0.cfm)

working people. There was a 12.8% quarterly increase in the number of young people unemployed for up to 6 months (390,000 young workers), and a 6% increase in the number of young people unemployed for 6-12 months (80,000 young workers).

Furthermore, breakdown of the TUC figures (TUC, 2008) show that the quarterly increase in unemployment of up to 6 months has been greater for young men (14.8% quarterly increase, compared to 9.9% quarterly increase for young women), but the increase in unemployment for between 6-12 months has been much greater for young women (10.7% compared to 3.7% for young men).

The Nuffield Review (2009) has published its final report<sup>38</sup> entitled '*Education for All: The future of education and training for 14-19 year olds*'. The report is said to be the largest investigation into education and training for 14 to 19 year olds in England and Wales for 50 years. Among its many recommendations, the report calls for 'strongly collaborative local learning systems' involving schools, colleges, work-based learning providers, higher education, the youth service, voluntary organisations and employers.

In June 2009, the Local Government Association, in association with the Centre for Social Justice, published research that sets out the impact of the recession on young people<sup>39</sup>. The report shows that:

- the number of young people who are not in education, employment and training (NEET) has risen from 743,000 in 2005 to 935,000 in June 2009 and is expected to top one million by September 2009;
- the number of young people who are NEET has risen by 72,000 between the last quarter in 2008 and the first quarter in 2009; and
- young people between 18 and 24 have seen the biggest percentage increase in unemployment rates in recent months, rising by just under 4% to 16.1%.

The LGA and Centre for Social Justice report also highlights the roles that different agencies and communities play in supporting NEET children and young people. These include central Government departments, LAs, further education colleges, schools, learning providers and voluntary sector providers.

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<sup>38</sup> Nuffield Review (2009) *Education for All: The future of education and training for 14-19 year olds* is available via: <http://www.nuffield14-19review.org.uk/cgi/news/news.cgi?t=template.htm&a=63>

<sup>39</sup> LGA (2009) *Hidden talents: re-engaging young people* is available via: <http://www.lga.gov.uk/lga/core/page.do?pagelid=2146838>

## 7. CYPVCS support for young people through education, employment and training

Many organisations and projects within the CYPVCS support children and young people through education, employment and training. Lifetracks, a new programme aiming to support young people, is one such example:

### **Lifetracks Programme – YouthNet, Rathbone, The Foyer Federation and Skill**

Launched in June 2009, with a showcase at the House of Commons, the three-year Lifetracks programme will empower and support 16 to 25-year-olds to make informed choices about their work, training and study.

The programme will be delivered by a consortium of four UK youth charities - The Foyer Federation, Skill, Rathbone and YouthNet - and is funded by a £5m investment by the Vodafone Foundation and a further £1.5m match funding from v, The National Young Volunteers Service.

The Lifetracks programme includes:

- street engagement teams reaching the most disengaged young people, including young offenders;
- intensive coaching, face-to-face support and peer advice to homeless young people;
- helplines using telephone, SMS and email to support young disabled people;
- a volunteer network of more than 4,000 young people who will develop, support and share Lifetracks with their peers; and
- a website, and a suite of online services, developed with young people for young people utilising the latest technology.

Further information is available via: <http://www.lifetracks.com>

CYPVCS organisations, such as YMCA England, UK Youth and the Prince's Trust, offer young people opportunities to participate in accredited courses and award schemes to help build their skills, confidence and qualifications:

### Accreditation – YMCA England, UK Youth and the Prince's Trust

YMCA England offers NVQs, basic numeracy and literacy training for young people. However, it views informal education - learning that takes place outside of the classroom - as being as important as formal education and training achievements.

YMCA England works with many young people who leave school before taking any qualifications. YMCA youth work helps young people to realise their true potential and with encouragement and self-belief, many young people now have qualifications and awards under their belt - something they never dreamed was possible.

Examples of accreditation for young people, offered through YMCAs include:

- UK Youth offers Youth Achievement Awards to young people aged 14 to 20+ and provides a peer education approach to encouraging, recognising and accrediting young people's achievements. Further information is available via: <http://www.ukyouth.org>
- The Prince's Trust offers Awards for young people aged 16-25 who are unemployed. The 12-week course includes community projects, a residential and work experience. Further information is available via: <http://www.princes-trust.org.uk>

Further information on YMCA England is available via: <http://www.ymca.org.uk>

In some cases, the CYPVCS is able to offer young people work experience or internships to help them develop their skills and hopefully enter, or re-enter, employment. The UK Workforce Hub has produced a publication about creating successful work experience placements in the third sector, with a chapter on opportunities for 14 to 16 year olds<sup>40</sup>.

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<sup>40</sup> UK Workforce Hub (2007) *Bright Futures, Positive Influence: Creating a successful work experience placement in the third sector* is available via: <http://www.ukworkforcehub.org.uk/work-volunteer/bright-futures>

The CYPVCS has a key role to play in campaigning on issues that affect children and young people. It also supports children and young people to campaign themselves. YWCA England and Wales works to support young people from disadvantaged backgrounds:

### **More than one rung campaign – YWCA England & Wales**

Young women from YWCA centres led its *More than one rung* campaign which is about giving young women from disadvantaged backgrounds the skills they need to climb off the bottom rung of the career ladder and work towards a better future. Thousands of disadvantaged young women have the potential to achieve so much, but instead face a lifetime of poorly-paid jobs with no prospects.

Young women took their messages directly to politicians and businesses. They organised local and national lobbying events and spoke at public meetings, political party conferences and in the media about the barriers they faced from poor careers advice to lack of opportunities to try out jobs usually done by men.

The young women really had their voices heard. The Government dedicated a chapter of its apprenticeship strategy to equality issues which included measures to tackle the high levels of occupational segregation and high gender pay gap in apprenticeships. Other campaign successes include the rise in the minimum level of pay for apprentices from £80 to £95 and the Government asking the Low Pay Commission to look at creating a national minimum wage for apprentices.

The young women involved with *More than one rung* were successful in gaining long-term change to benefit thousands of other young women across the country. They also developed skills and confidence to help them to reach their own career goals.

Further information is available via:

[www.ywca.org.uk](http://www.ywca.org.uk) or [campaigns@ywca.org.uk](mailto:campaigns@ywca.org.uk)

## 8. Conclusion

There has been a raft of Government initiatives and legislation in the past few years that has introduced many measures aimed at supporting children and young people to access opportunities around education, employment and training. This is an on-going, high-profile area of policymaking that is currently introducing major changes to support systems and services for children and young people, such as increasing the required age of participation in education to 18.

Recent research demonstrates the significant impact that the recession has had, and will continue to have, on children and young people; noticeably the prediction that the number of young people not in education, employment or training will top 1 million by September 2009.

It is important that the CYPVCS is informed and engaged with developments around education, employment and training so that it can provide relevant and appropriate services, information and support for children and young people. It is also crucial that children and young people are aware of their rights and opportunities to ensure that they can make informed choices and access the most appropriate form of education, employment or training for them.

## 9. Resources

Information on the work of the Department for Business, Innovation and Skills (BIS) is available at:

<http://www.bis.gov.uk>

Information on the work of DWP is available at:

<http://www.dwp.gov.uk>

Information on Government's 14-19 reform programmes is available at:

<http://www.dcsf.gov.uk/14-19/>

Information on progress of the bills and legislation is available at:

<http://www.parliament.uk/>

Information on apprenticeships is available at:

<http://www.apprenticeships.org.uk/>

Information for BME young people aged 14 to 25 on apprenticeships is available at:

<http://www.bteq.co.uk/apprenticeships.html>

Information on the national transition support team is available at:

<http://www.transitionsupportprogramme.org.uk>

Information on the Alliance for Inclusive Education is available at:

<http://www.allfie.org.uk>

## 10. Other briefings

- Briefing 1** Knife, gun and gang crime
- Briefing 2** The Government's Social Exclusion Agenda
- Briefing 3** Access to Services in Rural Areas
- Briefing 4** Public Service Delivery
- Briefing 5** Community Cohesion
- Briefing 6** Local Government Reform
- Briefing 7** Place-shaping
- Briefing 8** The Comprehensive Spending Review
- Briefing 9** Rural migrant children, families and young people
- Briefing 10** Gang, Gun and Knife Crime: Seeking Solutions (Part 2)
- Briefing 11** Ministry of Justice Third Sector Strategy
- Briefing 12** The Youth Crime Action Plan
- Briefing 13** Communities in control: real people, real power
- Briefing 14** 2012 Olympic Legacy
- Briefing 15** The 2008 Drug Strategy
- Briefing 16** Environment
- Briefing 17** Children, young people and disability
- Briefing 18** Small Grants Programme
- Briefing 19** Healthy Lives, Brighter Futures
- Briefing 20** Financial capability

All the briefings are available at [www.childrenengland.org.uk](http://www.childrenengland.org.uk) or [www.ncvys.org.uk](http://www.ncvys.org.uk)

Free hard copies are also available to order. Please contact Ilona Pinter, NCVYS's Information and Website Officer on 020 7278 1041 or email [ilona@ncvys.org.uk](mailto:ilona@ncvys.org.uk), or Sophie Griffiths, Children England's Policy and Information Officer on 020 7833 3319 or email [sophie@childrenengland.org.uk](mailto:sophie@childrenengland.org.uk).