## 

TYPE Project

Tackling Young People’s

Welfare in Europe

Ealing Council

Baseline Report

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# Acronyms used in this report

|  |  |
| --- | --- |
| JSA | Job Seekers Allowance |
| NEET | Not in Education |
| LGA | Local Government Association |
| NFER | National Foundation for Education Research |
| DFE | Department of Education |
| BIS | Department of Innovation, Skills and Business |
| CBI | Confederation of British Industry |
| DWP | Department of Work and Pensions |
| NINO | National Insurance Number |
| NAS | National Apprenticeship Service |
|  |  |

# Summary

This report provides a basis for Ealing’s Local Action Group on the European Commission funded project TYPE to develop an action plan and make some recommendations about how Ealing partners can best address the growing problem of youth unemployment.

**Section 1:** introduces the TYPE project and sets the context for the project and the methodology adopted in Ealing to conduct our local programme.

**Section 2:** gives the UK context and some of the broader developments in terms: of young people’s participation patterns, rates and trends; and characteristics of NEETs. It also identifies some of the broader barriers to employment and training. Highlights of the current government’s strategy for maximising participation levels are reviewed. Finally, this section considers the value of adult learning – this is particularly pertinent for the LAG as a focus for action was identified as those young people currently not being picked up by more mainstream NEETs schemes and provision.

**Section 3:** reviews a range of trends in London and shows that whilst the capital has pockets of great wealth that there is a growing number of stretched and disenfranchised people that cannot attain a stable and positive economic future.

**Section 4:** focuses the attention in at the local level and takes a closer view of the situation in Ealing. With pockets of very high deprivation, with diverse ethnic communities, and a large and growing young population there are growing numbers of young unemployed people facing trenchant barriers to gaining EET.

The section reviews Post-16 provision for NEETs and then considers the attainment and participation rates on these schemes. Despite enduring efforts to tackle the situation groups with higher than average NEET figures include: young people with disabilities, care leavers, teenage mothers, certain ethnic groups as well as young people living in certain wards. In our conclusions we highlight these groups as particular concern for the LAG to address.

Connexions provides and brokers universal, targeted and specialist support to meet a wide range of needs of young people that are NEET or at risk of becoming so. In addition to providing universal support for all young people, additional support is targeted at young people that need it. This includes young people that have poor educational attainment or attendance, looked after children, young offenders, those on the apprenticeship scheme, young people with LDD, Travellers, the Newly Arrived, lone parents, black and minority ethnic communities, young people from “hotspot” areas and those that are Not in Education, Training or Employment. However the Connexions services budget continues to come under sustained attach though public sector budget cuts. It is clear that sustained effort is required from all actors to better coordinate actions to support the most disadvantaged groups of young people.

**Section 5:** draws some tentative conclusions and areas of focus for the Ealing TYPE Local Area Group to consider in drawing up an action plan.

Section I:

Introduction to TYPE

# I.1 Introduction

### I.1.1 The European Context:

Youth unemployment breached the 20 per cent mark, up from 19.9 per cent in March 2010. Unemployment among job seekers under 25 in France rose more than 40 percent in the past year, while total unemployment rose by about 26 percent. A third of Britain's unemployed are under 25. It is now above 40 per cent in Spain. Joblessness is a lagging indicator and therefore it is likely to continue rising well after there is any recovery. This means that more than 5.5 million young people under 25 are unemployed in the EU, equivalent to over one in five young people. For the partners in this project this is the reality they face. The table below highlights the rate and rise of youth unemployment between 2008 Q1 and 2009 Q1 for the member states involved in the project

**Partner     2008    2009**UK         16.5    20.1  
ES          29.3    43.8  
PL          17.2    18.8  
RO         18.2    21.3  
PT          17.2    18.8

It is also important to remember that this new “peak” of youth unemployment comes after a decade, of relatively high youth unemployment in Europe-about 16 or 17 percent. Until recently, the rate was mitigated by a boom in short-term temporary contract work, which does not always require employers to offer expensive benefits. In France, Germany and Italy more than 12 percent of people working have temporary contracts. In Spain, the figure is more than 30 percent, and in the Netherlands 15 percent. Young people are also much more likely to be on temporary contracts than older workers. And while for many these contracts are stepping stones into permanent jobs, for others they tend to be dead ends. These jobs have created a generation of young people tenuously employed, with no benefits, severance pay, or guarantees. In France, the group social scientists call "Génération Précaire"—the Precarious Generation” earned less, in real terms, than their parents did in the years after World War II. In Britain, the term is the "IPOD" generation: insecure, pressured, overtaxed, and debt-ridden. Germans now talk of "Generation Intern" as well-educated graduates increasingly accept unpaid jobs in the quest for elusive permanent posts. Such challenges breed despair. By 2007, approximately 6 million young people worked temporary jobs. These workers have been the first to go in the recession; the contracts expire, and the work is gone.

And it isn't just teenagers or dropouts looking for low-skill work who are having trouble finding jobs. People with college and graduate degrees are also struggling, as employers stop hiring new workers altogether. The latest CIPD/KPMG Labour Market Outlook report found that 45 per cent of organisations had frozen recruitment from these groups, suggesting that a difficult period lies ahead for the 2009 crop of younger talent.

Coping with a job loss in a weak labour market – when job offers are scarce and competition among jobseekers is fierce – is difficult for anyone. But for disadvantaged youth lacking basic education, failure to find a first job or keep it for long can have negative long-term consequences on their career prospects that some experts refer to as “scarring”. Beyond the negative effects on future wages and employability, long spells of unemployment while young often create permanent scars through the harmful effects on a number of other outcomes, including happiness, job satisfaction and health, many years later. One prominent British think-tanker recently warned, "If this situation persists, the risk may be of a new generation lacking the experience, qualifications, and self-belief to provide for themselves and their families." Moreover, young people are at high risk of social exclusion if they become trapped in a downward spiral of worsening health and unemployment. Health problems make it more difficult to find jobs, and, in turn, unemployment makes it more difficult to stay healthy. A new report by Policy Studies Institute, “Youth Unemployment, Labour Market Programmes and Health”, provides a comprehensive review of recent British and international research and looks at the relationship between unemployment and health problems among young people. Key findings are that:

* Unemployed young people experience more health problems than those who are employed, including lower levels of general health, more anxiety and depression, higher rates of smoking and higher suicide rates.
* Young people with health problems have less success in finding jobs compared with those in good health. They are also more likely to lose or leave their jobs.
* Unemployment can exacerbate existing health problems, or lead to new ones.
* Financial stress and material deprivation are partly responsible for poor health among the unemployed.
* Jobless young people are also often deprived of opportunities to take control of their lives, make structured and varied use of their time, and to see themselves as people who are valued.
* Young people who lack support from family members, friends and others appear to be at particular risk of health problems during unemployment.
* Young people with a history of problems and deprivation are particularly vulnerable to experiences of unemployment and poor health.

More specifically, the 2009 OECD “Jobs for Youth” review identified two groups that face particular difficulties in getting a stable job after leaving school: the group of so-called **“youth left behind”** and the group of so-called **“poorly-integrated new entrants”**:

* While the characteristics of the group of youth left behind differ from one country to another, they share the common fact of cumulating multiple disadvantages. Youth in this group tend to lack a diploma, come from an immigrant/minority background and/or live in disadvantaged/rural/remote neighbourhoods. The size of this group can be proxied by the number of young people who are neither in employment, nor in education or training (NEET).
* The second group of youth facing difficulties is the group of poorly-integrated new entrants. While these young people often have diplomas, they often find it difficult to find stable employment, even during periods of strong economic growth. They frequently go back and forth between temporary jobs, unemployment and/or inactivity. This second group accounts for about 20-30% of all youth on average in the OECD. This group is also increasing in EU member states involved in this project. The economic downturn is pushing more and more youth, even those who would have performed well in good times, into the group of “poorly-integrated new entrants” and possibly even into the group of “youth left behind”.

It is these two groups that form the focus of this project.

### I.1.2 TYPE Project Aims and Objectives:

The overall aim of this proposal is to encourage the transfer of good practice and exchange of experience in relation to tackling youth unemployment in five locations (Timisoara, Amadora, Seville, Ealing and Lublin) in five member states (Romania, Portugal, Spain, UK and Poland). More specifically this project brings together partners from 5 member states that are experiencing some very similar challenges:

* A significant surge in youth unemployment levels in the past two years
* A growing proportion of young people out of work for longer than one year
* An increase in the group of young people who can be characterised as being in danger of being “left behind”.(This includes ethnic minorities(Roma, African, Pakistani, Bangladeshi and  unskilled /unqualified young people, which also has a linkage with  very challenging urban contexts)
* A new experience regarding relatively qualified young people being unable to secure a foothold in the labour market.

The partners want to use the resources offered(albeit very limited(time and money), given the scale of the problem and nature of transferring good practice  , sharing experience and supporting mutual learning ) in order to exchange experience  and identify good/better practice in addressing two specific  policy and practice challenges they face:

* Firstly, how to better manage the transition from education/training into work in a very difficult and protracted economic crisis.
* How to make education and training pathways more effective in preparing young people for the requirements of the labour market.

In particular, the exchange will focus on a number of key areas:

* Examples of effective/good co-operation between employment services and the education system to reach youth as soon as possible when risk of disengagement is detected.
* Provision of early guidance to school-leavers in search of a job.
* Extended job-search assistance measures for those who are job-ready.
* Keeping those who are hard-to-place connected to the labour market.

To realise these aims the project has the following key objectives:

1. In each partner location a Local Action Group (LAG) would be established. These LAG’s are multi sectoral and also multi –governance in make up. Partners in the development of this proposal all of them have already secured the support of key stakeholders. Details are contained in the partner information section of this application.
2. Each LAG will undertake the following key actions:

* Prepare a base line study which captures the current policy context and practice in their areas in relation to the two sub challenges:
  + How to better manage the transition from education/training into work in a very difficult and protracted economic crisis.
  + How to make education and training pathways more effective in preparing young people for the requirements of the labour market.
* Disseminate locally /regionally the outcomes from the transnational exchange programme

1. To undertake a transnational exchange of experience and mutual learning programme that would have the following elements:

* Two transnational workshop which would create a facilitated exchange between partners and also inputs relating to the sub theme from outside the partnership.
* Two follow up online event which would pick up issues that have been agreed during each of the two transnational workshop.
* A transnational Dissemination event.

# I.2 Methodology:

### I.2.1 Interest in expanding a matrix working model

When first consideration was given as to whether to join the proposed partnership key interest came from Adult Education. The team was looking to extend the reach of a new methodology for matrix working that assembled bespoke learning and entry to volunteering / softer work options coupled with a personal adviser to coach and guide individuals through a menu of activities provided by a range of providers. The results from work carried out with an adult client group of some of the most disadvantaged adults were impressive. The team wanted to offer this approach to younger people. The name of the project approach is ‘**Get Ahead**’ (See Appendix 1 for a fuller introduction).

The Get Ahead project has been particularly appropriate for adults who do not fit standard programmes and in that context it seemed an approach worthy of expansion to support **“youth left behind”** as defined by the European partners.

Funding for local employment initiatives seems to be increasingly supporting large providers and small community and bespoke providers are finding it increasingly difficult to provide alternatives – for example ESF in London is commissioned on a sub-regional basis and the Work Programme has been awarded in very large contracts. TYPE offers local partners a chance to assess a range of initiatives in existence and find common ground to support bespoke support programme for those ‘left behind’. With a shrinking public purse there is an ever increasing need for partners to collaborate effectively and focus on outcomes for their clients that are sustainable.

### I.2.2 Building on existing partnerships rather than building new working groups

For a subject as keenly felt as youth unemployment significant efforts are being made across a range of partnerships – rather than replicate a further structure the Ealing TYPE core project team opted to construct a network of contacts with whom to consult and seek advice during the lifetime of the project. In order to take forward this project a virtual LAG has been assembled across a range of Council Service Areas, and key local partners and existing networks.

The Core LAG consisted of:

* **Calum Murdoch, Senior External Funding Officer** – who has good reach across a range of externally funded initiatives across a range of sectors: higher education, schools, community and voluntary groups, charities and social enterprises.
* **Emma Peglar-Willis, Adult Education Manager** – links across all training providers and in particular working closely with an Ealing Training Providers Network. Emma’s team piloted ‘Get Ahead’ and have built good working relationships with a range of delivery agencies.
* **Simon Brooke, Learning and Skills Manager** – Simon manages the team that leads on: Apprenticeships and that run a range of European and UK funded employment and training initiatives. His team also coordinate the Ealing Skills and Employment Group.

Key working groups that the LAG has had ongoing discussions with include:

* **The Ealing Skills and Employment Group** – The Skills and Employment Group is a third tier network in [Ealing’s local strategic partnership](http://www2.ealing.gov.uk/services/council/lsp/). It brings together local training and employment support providers, key Council services, the community and voluntary sector and regeneration agencies to tackle worklessness and improve skills in Ealing in a co-ordinated way. The following organisations are members of the SEG.
  + [Ealing Council](http://www2.ealing.gov.uk/)
  + [Twining Enterprise](http://www.twiningenterprise.org.uk/)
  + [Ealing CVS](http://www.ealingcvs.org.uk/)
  + [Catalyst Housing Group](http://www.chg.org.uk/)
  + [Ealing, Hammersmith and West London College](http://www.wlc.ac.uk/)
  + [Burleigh College](http://www.burleigh.org.uk/)
  + [Park Royal Partnership](http://www.parkroyal.org/)
  + [Action Acton](http://www.actionacton.com/)
  + [Notting Hill Housing Trust](http://www.nottinghillhousing.org.uk/)
  + [Citizens Trust](http://www.thecitizenstrust.org.uk/)
  + [West London Mental Health Trust](http://www.wlmht.nhs.uk/)
  + [Ground Work West London](http://www.groundwork-london.org.uk/)
  + [Ealing Community Network](http://www.ealingnetwork.org.uk/)
  + [Reed in Partnership](http://www.reedinpartnership.co.uk/)
* **Ealing Local Training Providers Network** - The Ealing Learning Providers' Network aims to increase access to high quality training opportunities which support capacity-building, employment programmes and life-long learning in Ealing, by:
  + Developing a system to share knowledge and information about local, regional and national training initiatives
  + Identifying common approaches to raise training standards, implement quality assurance systems and develop sustainable partnerships
  + Working to influence West London skills and economic development programmes
  + Accessing funding opportunities to capacity-build local providers

The Network is open to organisations delivering training in Ealing, including community and family learning providers. It is hosted by ECVS.

* **Apprentices Cohort 5** – this group has been a sounding board for some of our ideas and was used to input to the transnational event hosted in Ealing in May 2012. A member of the group represented Ealing at the Dissemination Event held in Brussels in June 2012.

### I.2.3 Preparation of the Baseline Study

European Funding as allowed us to employ the services of Deborah Bourner a consultant with long experience of community and employment initiatives and who has a growing understanding of the voluntary, community and training sectors in Ealing. Tasked with compiled the Baseline Study she was asked to:

* Give an overview of current UK trends
* A London perspective within the wider national picture
* Review particular aspects of the NEET situation in Ealing and to prepare a baseline of the current situation as it pertains to support for NEETs in the borough.

This report is a result of that work.

Section II:

UK Context

# II.1 UK Context - Summary

* 150,000 are 16-17 year olds who may need additional opportunities or support to re-engage in education or training;
* 523,000 are 18-24 year olds who are unemployed, not in education, and looking for work.
* 49,000 have been unemployed for over six months and may need significant help to find work; and 490,000 are 18-24 year olds who are economically inactive.
* Of these, 371,000 are looking after family or home, or are sick or disabled.
* The remaining 119,000 are inactive for a wide range of other reasons.

Changes to national welfare to work policies and programmes under the Coalition government have had a significant impact on the local delivery of employment and training:

* Most welfare to work programmes are now delivered through high value contracts specify large geographical areas for delivery. Payments are phased and heavily weighted to final outcome payments. This includes the government’s flagship programme
* Work Programme this has made it much more difficult for local voluntary sector providers to win contracts to provide employment and training services. In most instances contracts are awarded to large private sector providers with significant delivery and financial capacity.
* Many services are funded by the Department for Work and Pensions DWP (including Work Programme and some Jobcentre services) and many are now mandatory for benefit claimants.
* Reforms to benefits, including the introduction of Universal Credit and caps on Housing Benefits, have a key aim of ensuring that benefits do not act as a disincentive to taking up paid work. Such measures are creating pressures for some low-income residents, e.g. individuals affected by housing benefit caps need to try and increase their income through work.

**(See Appendix 1 for further details on Summery of Welfare Benefit Changes.)**

# II.2 Participation Patterns of 16 – 24 Year Olds in the UK (see Appendix 3)

### II.2.1 Background

This report offers a start point for the Local Government Association (LGA) commissioned research to inform the Hidden Talents programme. It reviews available statistics, data and commentary to establish what can be reasonably deduced to inform policy in response to young people aged 16 – 24 years who are not in employment, education or training (NEET).

During 1992–1997 (a period of economic recovery) there was a significant decline in the percentage of young people aged 16–24 classified as NEET. Rates remained broadly stable between 1997–2007/8; but from 2007/08 there was a sharp rise, but also in unemployment in this group. This growth started earlier with the age cohort than the increase in unemployment in the generate older workforce. However, even at the lowest point across this time period (1992-2008), some 12 per cent of 16–24 year olds experienced life as a NEET for some period.

Overall, unemployment and NEET rates have risen significantly in the last year. Between quarter 3 of 2010 and quarter 3 of 2011, there was an increase of 13 per cent in those who are classified as NEET in England. Narrower measures of unemployment suggest rising long-term UK 16–24 year old unemployment (over 12 months) with around 5.3 per cent of those who are economically active unemployed on this basis by November 2011. Overall UK unemployment in 16–24 year olds is higher and rising faster than in the economically active population as a whole.

Whilst not definitive, sample data suggests that are long term NEETs aged (16–18) (defined as over 12 months) (around 8 per cent of all young people in England) and that around 23 per cent of young people aged 16–18 have experienced this for between 1–12 months.

* 935,000 young people aged 16-24 were NEET at the end of the first quarter of 2009;
* A third of young people aged 16 and17 who are NEET, and a quarter of those aged 18-24, have no qualifications;

NEET rates are highest amongst 19–24 year olds, significantly lower in 16–18 year olds, and lowest amongst 16 year olds, reflecting the impact of policies to extend 16–18 education and training. Rates have been consistently higher amongst females than males, but the two are converging with the male rate increasing.

This report by the Local Government Association (LGA) and the Centre for Social Justice sets out the harsh impact that the recession has had on young people, who have been hit particularly hard by recent rises in unemployment.

The LGA argues that the current system for encouraging young people into jobs and training is disjointed, doesn't focus enough on the needs of the individual and that the policy framework must be much more coherent if the needs of the nation’s youth are to be met.

Town Hall Leaders are calling for urgent action in the short term to stop the number of NEET young people continuing to rise through the recession. In the longer term, much earlier intervention is needed to prevent even more people facing long term unemployment in the coming decades.

The report also argues for a much stronger recognition that young people’s willingness to stay on in education is formed very early and that family influences are important. It shows that low skills can be inherited if more early action is not taken.

### II.2.2 Characteristics of NEET’s

They include: a core of young people with deep rooted problems; some who are affected in the short term and who are generally able to find a future; and those at risk either because of

personal lack of direction, or because they are adversely impacted by shifting economic circumstances.

Defining non-participation

Research and analysis consistently caution against viewing young people who are not participating in employment, education or training as a homogeneous group, adopting various approaches to segmenting them.

In summary, they comprise:

* **Core or sustained**: a group that was growing prior to the current economic downturn that is centred on those with social or behavioural challenges, including young people from families where worklessness is the norm. This group is unable or unwilling to participate in the labour market, or to prepare themselves for that market. This group is most likely to include a substantial proportion of those in this position for sustained periods and includes those that NFER research shows have typically negative experiences of school, higher levels of truancy and exclusion, and who lack educational attainment.
* **Floating**: young people who lack direction or motivation and tend to have spells of inactivity with recurring drop-out from education, training or work. This group include what NFER call ‘undecided’ with similarities to those who are ‘open to learning’ (see below), but who are apparently dissatisfied with available opportunities and their ability to access what they want.
* ‘**At risk’**: those who may be floating or cyclical who become casualties of economic downturn or shifting labour market requirements who risk long-term disengagement from the labour market, or from training or education.
* **Cyclical or in transition**: young people who either chose to take time out before returning to education,training or employment or those who may be unemployed but have sufficient skills or qualifications to rejoin training or employment once the economy and labour market recover. These include what NFER call ‘open to learning’: young people who are likely to re-engage in education or training in the short term, tending to have higher attainment and a more positive attitude to school.

# II.3 NEET Trends

* The phrase ‘a lost generation’ is unhelpful: a varying but significant proportion of 16–24 year olds experienced non-participation in employment, education or training over at least the last two decades.
* During 1992–1997 (a period of economic recovery) there was a significant decline in the percentage of young people aged 16–24 classified as NEET; rates remained broadly stable between 1997–2007/8; but from 2007/08 there was a sharp rise, and also in unemployment in this group, that started earlier than the overall increase in unemployment in the workforce.
* Rates are highest amongst 19–24 year olds, significantly lower within the 16–18 age group, and lowest amongst 16 year olds, with rates consistently higher amongst females than males, but with the two progressively converging because the proportion of males is increasing.
* Narrower measures of unemployment suggest rising long-term UK 16–24-year-old unemployment (over 12 months) with around 5.3 per cent of those who are economically active unemployed on this basis by November 2011.
* Overall, UK unemployment in 16–24 year olds is higher and rising faster than in the economically active population as a whole.

### II.3.1 NEET Barriers to Education and Training

The Local Government Association asked Professors Dorling and Maryon-Davis to identify early indicators of the risk of becoming NEET, which include:

* Parental unemployment
* Poor school attendance
* A history of violence and crime
* Drug and alcohol abuse
* Being in care.

Other Factors highlighted include:

* The UK is relatively successful at equipping young people with advanced skills, but lags in ensuring basic education and skills to equip young people to participate in the labour market.
* Self-diagnosed reasons for non-participation in those who are NEET at age 18 support this, (although lack of experience is also cited as a factor)
* Health, disability or caring responsibilities are factors for a minority.

It is less clear how extensively lack of motivation plays a part, but it is also a factor. DfE (2010) examined the main reasons for young people who are NEET not finding employment at age18 (noting that these are self-diagnosed). These include:

* Lack of relevant experience makes getting a job unlikely
* Not qualified for available jobs
* Needing to work very flexible hours
* Health problems/disability makes getting a job unlikely
* Travelling to work would be difficult
* Anxious or nervous about applying for/starting new jobs
* Believe would be financially worse off if working
* Not prepared to do available jobs
* Age makes getting a job unlikely
* Pregnant or looking after children and
* No jobs available or too much competition.

Frequently cited reasons by these young people in the DfE / BIS report were:

* In males: lack of relevant experience (27 per cent), lack of qualifications (25 per cent), health or disability (8 per cent) and 11 per cent gave no reason.
* An individual’s labour market potential expands as a result of successful participation in full-time education or training.
* A majority of 16–18 year olds currently not in the system either express an intention to engage in full-time education or training, or willingness to if given an appropriate opportunity.
* Disability, pregnancy, childcare, education or learning disadvantages, or difficult personal circumstances are the most frequent explanations for non-participation, although an anti-learning culture is also evident in some.

### II.3.2 A changing Labour Market

Whilst predictions for future UK economic performance vary, pockets of high unemployment and economic inactivity will not be resolved by a return to growth, such as there is, which remains sluggish at best. At the same time, UK labour markets are becoming more competitive and selective providers of education and training who help to prepare young people for successful participation face shifting and tougher labour markets.

* Despite rising unemployment, 16 per cent of vacancies in England are attributable to skills shortages with problems in both technical skills and wider employability skills.
* Demand for higher skills will increase, as innovation and technology will grow as drivers of economic recovery and prosperity. The competitiveness of localities will be important in attracting such development and sustaining or creating thriving local employment.
* Changing patterns of employment by occupation are longer term rather than responsive to the cyclical position of the economy: projections suggest a continued shift in demand towards higher kills and personal and customer-oriented services and a parallel reduction in demand for jobs that require few or no qualifications and potentially more competition for such jobs where they exist. Whilst it is too early to understand the longer-term trend, there is an emerging pattern of more people aged 50+ who are active or seeking to be active in the labour market, and that this will impact on job opportunities for young people.
* Young people generally face a challenging and more competitive labour market. Key challenges for engaging them in labour markets are to:
  + Better match labour skills to jobs available and, in doing so, to respond to sectoral, technological and organisational shifts in the demands of the workplace; and to
  + Improve the prospects of those young people who find it most difficult to participate in the labour market, or who are most marginalised: future success will demand more of them with fewer work opportunities requiring few or no skills, and possibly face more competition for those jobs that exist in these categories.

The current rise in the birth rate does not have immediate labour market implications, but has implications for policies to secure successful workforce participation by young people in future, and, therefore, for forward planning as this element of a rising population begins to reach labour market participation age in five to ten years’ time.

* + - There is an expectation of a slower pace of change in occupational employment structure than in the previous 2 decades, but
  + A continued shift towards higher-level occupations with 47 per cent of jobs being managerial, professional or associate professional roles by 2017
  + An increase in personal service occupations (such as caring) and sales & customer service.
  + A decline in employment levels in administrative, clerical & secretarial occupations (although this category will still be a major employer), skilled trades and machine & transport operatives.
  + Overall, CBI suggest a 12 per cent fall in the number of jobs requiring no qualifications, estimating that they will account for 10 per cent of jobs in the economy by 2017 although projections for elementary occupations suggest a slower rate of job loss given the importance of the service sector in general. However, continued restructuring of the retail and distribution sectors is likely to lead to fewer jobs in ‘lower-level’ sales occupations, for example, as a consequence of increased internet retailing.

The above study, maps sectoral change and projected change in the economy. An area of debate in analysis and research is the potential impact of the increasing use of technology on demand: one view being an increase in demand for skilled labour and the loss of unskilled jobs, but others suggesting an ‘hourglass’ economy with loss in either managerial roles or the low skilled such as cleaners or shelf-stackers, but greater vulnerability for those in administrative, clerical and secretarial jobs.

Whilst unclear, there is a risk of downward pressure with basic-level jobs being increasingly filled by those with intermediate-level skills, reducing the opportunities for those with only basic skills, not least as employers demand both basic literacy and numeracy and ‘softer’ inter-personal skills.

Informed commentators support the notion that a key element of future UK economic recovery and prosperity will be through innovation and technology, and that there are current UK developments at the heart of this, for example, based around:

* Scientific and technological development
* The emergence of new sectors and regional clusters across the UK, often driven by new technological advances; and new industries such as plastronics, advanced composites and renewable energy (HSBC,2011)

# II.4 Government Strategy for maximising Participation of 16 – 24 year olds (2012)

### II.4.1 Summary

The government has announced details of its youth participation strategy, which aims to help those, aged 16 to 24 into employment, education or training. The strategy Building Engagement, Building Futures proposes reforms to schools, vocational education, and skills and welfare provision.

Building Engagement, Building Futures has been published jointly with the DWP. This strategy sets out how our existing strong reforms to schools, vocational education, skills and welfare provision will all help to increase the number of young people who are engaged in education, training and work. But the scale of the challenge means that in some areas we need to go further, in particular to help the most vulnerable, who are at risk of long-term disengagement. An overview of our strategic priorities is set out below:

#### The Strategic Priorities

Alongside creating the conditions for balanced and sustainable growth in the wider economy, the report outlines five priorities for action to maximise the proportion of 16-24 year olds who are participating in education, training and work:

* Priority 1: Raising educational attainment in school and beyond to ensure that young people have the skills they need to compete in a global economy;
* Priority 2: Helping local partners to provide effective and coordinated services that support all young people, including the most vulnerable, putting us on track to achieve full participation for 16-17 year olds by 2015;
* Priority 3: Encouraging and incentivising employers to inspire and recruit young people by offering more high quality Apprenticeships and work experience places;
* Priority 4: Ensuring that work pays and giving young people the personalised support they need to find it, through Universal Credit, the Work Programme and our Get Britain Working measures; and
* Priority 5: Putting in place a new Youth Contract worth almost £1 billion over the next three years to help get young people learning or earning before long-term damage is done.

#### Early intervention and radical reform of the education system

Attainment at 16 is the single most important factor in securing young people’s participation and future achievement. We will raise the attainment of all pupils and prepare them for post-16 participation by:

* Giving parents and families the support they need to encourage and help their children to develop, learn and participate at all ages;
* Ensuring that all front line services working with young people and their families understand the benefits of participation and are provided with the information and tools they need to support young people to participate;
* Giving schools greater freedom, improving the curriculum and addressing poor behaviour, as well as helping young people to make the right choices by giving schools responsibility for securing access to independent and impartial careers guidance for pupils in Years 9-11, and consulting on the extension of this age range;
* Supporting the development of “I Am…”, an innovative website where young people can shape their futures and improve the likelihood of finding fulfilling employment;
* Providing additional support for the most disadvantaged young people, who are at greatest risk of disengaging; and improving accountability to incentivise schools to focus on young people’s destinations.

#### Plans for achieving full participation of 16-17 year olds in education and training.

This is to ensure all young people have an opportunity to build the experience and qualifications they need for successful employment and adult life. This will be achieved by:

* Raising the participation age to 17 in 2013 and 18 in 2015;
* Targeting greater investment on Apprenticeships for young people so that they can gain skills and qualifications through a real paid job, while making it quicker and easier to take on an apprentice, and ensuring every Apprenticeship consistently delivers high quality training;
* Reforming vocational education through new coherent 16-19 programmes of study, including work experience;
* Enabling local authorities to fulfil their statutory duties to support young people to participate, including disadvantaged young people, by implementing the proposals in the Special Educational Needs Green Paper;
* Addressing financial barriers to participation through better targeted support, including the new £180 million 16-19 Bursaries Fund;
* Introducing a new programme, as part of the Youth Contract, to support disengaged 16-17 year olds to participate in education, an Apprenticeship or a job with training.

#### Help for 18-24 year olds to engage in education and training, by:

* Launching the National Careers Service, which will provide information, advice and guidance about careers and learning, covering further education, Apprenticeships, other forms of training and higher education;
* Introducing a new approach to public information so that from September 2012, each university will publish a Key Information Set on its website, providing easily comparable information on a course by course basis;
* Reforming the Apprenticeship programme, maximising the number of Apprenticeships for 18-24 year olds as well as 16-17 year olds and promoting the uptake of Advanced Level and Higher Apprenticeships;
* Providing further education and training opportunities focused on the needs of young people, and those seeking work;
* Fully funding 18-24 year olds to gain their first Level 2 or 3 qualification;
* Supporting the development of progressive routeways to jobs and Apprenticeships, looking particularly to promote the effective use of flexibilities in the skills system and the Work Programme to best meet the needs of young people;
* Ensuring that qualifications meet the needs of both employers and young people;
* Continuing to widen participation in higher education.

#### Supporting 18-24 year olds into employment, by:

* Creating the conditions for growth within the economy and the labour market, including through getting remuneration levels right for young people;
* Working with employers to make a clear case for the benefits of recruiting young people, and jointly investing in projects to create opportunities;
* Strengthening partnership between Jobcentre Plus, colleges, training organisations and employers to offer young people coordinated support;
* Helping those who are ready to work through Universal Credit and our
* Get Britain Working measures, including Work Experience;
* Supporting those who are at risk of long term unemployment through the Work Programme;
* Helping young disabled people, including those with the most complex needs, back to work through the Work Choice Programme and Access to Work.

#### Additional support for unemployed 18-24 year olds – The Youth Contract

This will be as part of the new Youth Contract, which aims to help get young people working or learning quickly before their long term prospects are damaged. By providing more support and opportunities for young people, more can be expected in return. Those failing to engage positively with the Youth Contract will be considered for Mandatory Work Activity. Those who drop out of a Work Experience place or a subsidised (or other) job without good reason will lose their benefits.

The Youth Contract will include an offer of a Work Experience or sector based work academy place for every unemployed 18-24 year old who wants one (after they have been on Jobseeker’s Allowance for three months). In total, the government plans to provide an additional 250,000 places over the next three years. Young people aged 18-24 will receive extra support from Jobcentre Plus, including weekly, rather than fortnightly signing from month five of a Jobseekers’ Allowance claim and extra Personal Adviser time from month three. They will also be able to access a careers interview from the National Careers Service in the first three months of their claim. To give them a step up into employment, we will also provide 160,000 wage incentives of £2,275 to make it easier for employers to take on young people. Alongside our existing programmes of reform and the government plans to support the growth of 16-24 Apprenticeships, in total the Youth Contract will provide additional support for up to 410,000 18-24 year olds over the next three years.

#### Support 18-24 year olds on inactive benefits and those in is advantaged groups.

These plans include:

* Where appropriate, supporting young people on inactive benefits towards education, training and employment;
* Working with the voluntary and community sector to provide additional support to young people to move into productive activity through the Innovation Fund, giving providers a real chance to develop innovative
* Solutions through social investment models; Empowering the staff who run services to set up public service mutuals to take over the services they deliver by exercising new Rights to Provide across the public sector;
* Improving data sharing between agencies, particularly at transition points, to ensure individuals’ needs are best met; and
* Providing targeted support for specific groups of young people such as lone parents, those with health problems, disabled people including those with learning difficulties and/or disabilities, young carers, offenders, substance misusers and care leavers.

This strong combination of current action and new reforms will help to ensure that more of our young people make a successful transition from education into work, bringing benefits to themselves, the economy and wider society.

# II. 5 The Value of Adult Learning

Participating in adult learning is found to have significant positive effects on individual health, employability, social relationships, and the likelihood of participating in voluntary work. In turn these four domains have positive impacts on individual well-being.

Using the latest methods as recommended in recent HM Treasury Green Book guidance (Fujiwara and Campbell, 2011), it is possible to place a value on these positive impacts. This study finds that, for adults, participating in a part-time course leads to:

* Improvements in health, which has a value of £148 to the individual;
* A greater likelihood of finding a job and/or staying in a job, which has a value of £224 to the individual;
* Better social relationships, which has a value of £658 to the individual; and
* A greater likelihood that people volunteer on a regular basis, which has a value of £130 to the individual.

The values derived in this paper represent average values. In other words, they are representative of the value derived from adult learning for the average person involved in part-time courses. Overall, there is strong evidence that people benefit from undertaking adult learning in a number of diverse ways and that this is highly valued by individuals. The results demonstrate that the most valuable aspect of adult learning is the role it plays in improving social relationships for people.

Courses that encourage social relationships, therefore, will be more valuable to learners. For instance, this could be through promoting more group work and exercises in class and providing social events during the course, where people have the opportunity to mix even further.

**(See Appendix 2 for further details – Hidden Talents: Summary of Youth Participation )**

Section III: London Context

# III.1 London Context[[1]](#footnote-1)

London is by far the richest part of Britain. It is the engine of the UK economy, contributing 36% more per head of the population than the most productive region. Yet London also has high poverty levels:

### Key Findings:

* London is the most unequal region in England and income is more concentrated at the top than elsewhere. It has the highest proportion of households in the top tenth of incomes nationally and the highest proportion in the bottom tenth
* London has the highest rate of income poverty of any region in England.
* Outer London has experienced a significant deterioration across a number of indicators since the 1990’s, including child and working age poverty. More of the capitals low income population now live in Outer London.
* The proportion and number of children in poverty who live in households where at least one adult works, has risen since the late 1990’s. In work poverty now accounts for almost half of all child poverty in London.
* The unemployment rate among young adults in Inner and Outer London was about 20% in the middle of this decade, since then has been rising in Outer London.
* The proportion of homeless households in London living in temporary accommodation is ten times higher than the than the national average.

#### Work and Worklessness

* The proportion of working age adults living in London in paid work is below the England average in both Inner and Outer London. About 35% of working adults in Inner London and 27% in Outer London are not working.
* But while low compared to other UK regions, London’s work rate is higher than in some other large cities.
* The unemployment rate among young adults is higher in London than the rest of England; about a fifth in both Inner and Outer London in the middle years of this decade. The Outer London rate has risen over the last 10 years.
* In Outer London one in five children lives in workless households.
* The fact that work rates are lower in London accounts for one third of the excess child poverty rate in London compared with the rest of England.

#### Income Poverty

* London has the highest child and working age poverty rates of any region of England. One quarter of working age adults live in low-income households.
* Child working age poverty has lowered in Inner London and increased in Outer London.
* As a result, a majority of people in poverty in London now live in Outer London. Ten years ago they were split between Inner and Outer.
* The poverty rate for children in London living in low-income working families has risen since the late 1990’s. Now almost half of children in low-income households in London are in working families.
* Housing costs account for much of the difference in poverty rates between London and the rest of England.

#### Low Pay and Work Benefits

* About 10%of full time and 40% of part time employees in London are low paid.
* Within London thee fifths of all tax credit recipients are in Outer London.
* Youth people both in London and across the country are far more likely to be low paid than older employees.
* The proportion of 18 – 21 year olds working full time in London who are low paid is four times higher than the proportion of 21 – 29 year olds who are in turn, twice as likely to be low pad as full time workers.

#### Ethnicity, Low Income and Work

* The poverty rate varies considerably between ethnic groups. Among London’s Indian population it is no higher than among the White population, but twice as high among Black Africans and three times as high among Bangladeshis.
* The combination of a much higher risk of low income for people from ethnic minorities and the high ethnic minority population in London, means over half of all people in poverty in London are from Black and Minority Ethnic (BME) backgrounds.
* Work rates among BME groups in London are lower than for white British. About 20%of White British working age adults in London do not work, compared to 60%of Bangladeshi and 40% Pakistani.
* Low pay is much more common among Pakistani and Bangladeshi employees than White or Black Caribbean employees.
* The high poverty rates experienced by most BME groups can only be partly accounted for by their generally lower work rates.
* Overall 40% of people from BME backgrounds in London live in low-income households, compared to 20%of the White population.

#### Low Education Outcomes

* The proportion of 16 – 19 year olds not in education, employment or training is slightly lower in Outer London than the average English region.
* The number of 16 – 19 year old NEETS has risen from 8% in the 1990’s to 12% now, which is a much bigger increase than any other region in England.

Section IV: Ealing

# IV.1 Ealing - General

Ealing is situated at the heart of six Greater London boroughs, collectively known as West London. It borders the Boroughs of Brent and Harrow in the north, the Borough of Hammersmith & Fulham in the east, Hounslow in the south and Hillingdon in the west. Geographically, Ealing covers 55 square kilometres (over 21 square miles) - 1.4% of the total land area of London.

Ealing has seven distinct town centres, which developed from Saxon villages and settlements. Today these are known as: Ealing, Hanwell, Acton, Southall, Greenford, Perivale and Northolt. Ealing has a mix of residents of different ages and people of different backgrounds, and with different beliefs and values. Ealing’s population is currently estimated at 330,200 and 127,500 households in 2011. It remains the third largest of London’s 32 boroughs in terms of population after Croydon and Barnet.

#### Relative Deprivation

Measures of multiple deprivation relate to income, employment, health and disability, education skills and training, barriers to housing and services, living environment and crime, which reflect the broad range of deprivation that people can experience.

In 2010, Ealing was ranked the 61st most deprived out of 326 English local authority districts. This places Ealing within the top 20% most deprived, where deprivation is judged by a ‘rank of average rank’, 1 being most deprived. Ealing’s ranking in terms of relative deprivation has worsened over time as shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| Relative Deprivation | 2010 | 2007 | 2004 |
| Rank of Average Ranks | 61 | 75 | 94 |
| Rank of Average Deprivation Ranks | 80 | 84 | 99 |

*(Rank out of 354 districts 2007 and 2004)*

A significant number of areas in the borough have become relatively more deprived over the last few years although the proportion of the population living in the most deprived areas has decreased since 2007.

Deprivation varies across the borough and residents fall amongst both the most and least deprived in the country. Dormer’s Wells ward includes the most deprived within Ealing and amongst the 1% most income deprived in the country, whilst Hanger Hill ward includes the least deprived. The disparity of deprivation in areas in close proximity to each other is another feature of Ealing highlighted in Cleveland and Walpole wards which contain the widest range between the most and least deprived.

#### Economic Activity & Unemployment

In 2010/11, the employment rate in Ealing stood at 69.4%, slightly higher than the London average of 68.1% and lower than the national average of 70.4%. The total number of migrants who registered for a NINo in Ealing in 2010/11 was 16,530. This was the third highest number of NINo registrations from migrants and overseas nationals of all local authorities in the country after Newham (28,550) and Brent (18,700) – both also London Boroughs. For 2010/11, new migrant (NINO) registration rates in Ealing were 74.8%, higher than the London average of 55.8% and 17.5% nationally.

The unemployment rate for residents over 16 in Ealing in 2010 was 8.9%, higher than the London average of 8.7% and the national average of 7.6%. 9, 116 people, 4.1% in Ealing were in receipt of Jobseekers Allowance compared to 3.8% of people in England.

People with no qualifications in 2010, as % of the working age population In Ealing was 12.2%, higher than the London average of 9.9% and the national average of 11.6%. The above economic and unemployment rates give rise to greater need for back to work benefit calculations, advice on minimum wage, disability, childcare and advice for carers.

#### BMER (Black Minority Ethnic and Refugee)

Ealing has residents from more than 170 different countries. Ealing has the 4th most diverse local population in the UK, both in terms of the number of people from different ethnic backgrounds and how evenly they are distributed across the borough.

Ealing ranks 6th in terms of religious diversity, and Muslims, Hindus and Christians are widely represented. Ealing has the largest Sikh community 26,000, which is the largest in London and has the 4th largest Muslim population in London exceeding 31,000. Black and minority ethnic communities make up 46% of Ealing’s total population.

Ealing being one of the most diverse boroughs in London will mean that these diverse communities will need advice in the areas of asylum, refugee and immigration advice, combined with advice services in housing, employment, benefits, health.

#### Life Expectancy

Data from 2007 and 2011 shows a 2-year increase in overall life expectancy for men (76.9 to 78.9) and 1.7 year increase for women (81.6 to 83.3). However life expectancy is 6.6 years lower for men and 3.2 years lower for women in the most deprived areas of Ealing than in the least deprived areas. People living in the most deprived areas have lower life expectancy, can expect to live fewer years without disability, are more likely to lack social support, have lower mental well-being and their children are less likely to have reached a good level of development as they start school.

#### Health Inequalities

Ealing compares favourably with most of the London and England averages; however, there are also pockets of significant health inequalities. Almost a quarter of the population in Ealing is under 20 years of age. The population is extremely diverse; over 80% of school children are from black and minority ethnic groups and 30% of children under 16 are living in poverty. Significant areas of health deprivation exist in areas within Norwood Green and Elthorne being among the 10% most Health deprived wards in the country.

*Diabetes* is a chronic and progressive disease affecting both children and adults. The estimated percentage of deaths between 20 and 79 years is directly attributable to diabetes in Ealing is 15% per 100,000 compared to 14% in North West London and 11.6% in England.

The estimated prevalence for diabetes in Ealing is 8.6% for 2010 above the national prevalence estimate of 7.4%. There has been a growth in prevalence of diabetes by 30% over 3 years which is likely to be attributable to an upward trend in obesity, an ageing population and the substantial population of South Asian and African-Caribbean people who are at greater risk of developing diabetes.

#### Young People

Percentage increase in Young people population by 2020

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age Group** | **2011** | **2020** | **Change in Numbers 2011-2020** | **% Change 2011-2020** |
| 0 - 4 | 24,300 | 24,300 | - | 0% |
| 5 - 9 | 18, 500 | 20,800 | 2,300 | 12.4% |
| 10 - 14 | 15,100 | 18,800 | 3,700 | 24.5% |
| All Ages | 57,900 | 63,900 | 6,000 | 10.3% |

*Source: ONS Mid-Year Estimates, 2010*

The number of people under the age 15 is set to increase by 10.3% and amongst the 10-14 age groups it is set more than double to 24.5%. In 2010, young people aged 24 were estimated to account for 30% of the borough’s population. More than half 24,953 or 55% of all pupils in Ealing do not speak English as their first language. There are more than 150 different languages spoken in Ealing schools. The advice areas affecting young people relate to family, social and health care issues such as carer responsibilities.

#### Debt

Total average UK personal debt at the end of October 2011 stood at £1,451BN and although the rate of increase has slowed it is likely to climb to £2,045BN by the first quarter of 2017. Data on local debt levels is sparse; for example the last time County Court Judgements was analysed was in 2005. However, the latest report from the Financial Inclusion Centre in association with the Consumer Credit Counselling Service shows that the London region tops the league table for the highest proportion and number of households devoting more than 25% of incomes on unsecured debt repayments (10.2%). In addition nearly 14% of London households reported being in arrears on any form of debt, with over 18% of London households reporting any debt is a heavy burden. The London region ranks as the most ‘debt vulnerable’ region both in terms of total debt and unsecured debt only. The effect of this high personal indebtedness will lead to a greater need for debt advice and management and an increase in demand in associated social welfare law areas.

#### Income

Affluence is suggested by a median household income for Ealing at £33, 4007 and an above London average percentage of people (16-64yrs) in employment of 69.4% for 2010-11. However, considerable disparity of wealth and opportunity is evident across the borough. A high proportion of children in the borough live in poverty, 30% compared to an England average of 21% and household income levels are becoming more unequal across the borough.

There is a 54% difference in incomes between the lowest (Southall Green) and the highest (Walpole) ward. Southall wards have large areas in the lowest income range, whilst Ealing Broadway and Southfield are exclusively in the 2 highest income ranges. This disparity in income levels in the borough is likely to lead to increase in demand for welfare benefits advice, employment and family law in the less affluent areas of the borough.

#### Welfare Benefits

Take up of benefits could be improved. Taking all six income-related benefits together - Income Support and Employment and Support Allowance (Income-Related), Pension Credit, Housing Benefit, Council Tax Benefit and Jobseeker’s Allowance (Income-Based) – for Great Britain, the latest DWP data shows there was between £7.52 billion and £12.31 billion left unclaimed in 2009-10; this compared to £40.56 billion that was claimed and represents take-up by expenditure of between about 77 per cent and 84 per cent.

In Ealing 4,230 people were in receipt of Income Support in 2011. Income Support claimant rate for May 2011, (rate per population aged between 16-64) was 4.8% for Ealing which is higher than the National average of 4.2%. The demand for advice will increase in relation to back to work benefit calculations, advice on disability, childcare and advice for carers

#### Disability

In 2011, 8,960 people in Ealing were in receipt of Incapacity Benefit and 12,430, claimed Disability Living Allowance. The government’s current drive to move people out of Incapacity Benefit and into jobs is likely to increase the number of appeals and therefore an increase in the need for advice on benefit entitlements and assessments. The demand for general welfare advice will continue to rise with the introduction of the Personal Independence Payment from April 2013.

#### Mental Health

At any one time, one in six adults have a common mental health problem such as depression, anxiety disorder, panic and phobias; in Ealing this equates to 40,000 adults. A One in 100 person has a severe mental health problem; in Ealing this equates to 3,200 people. Financial strain, debt and unemployment are key risk factors in developing mental health problems. The demand for advice in the areas of debt, unemployment and welfare benefits will be significant amongst this client group.

#### Housing Needs

The combination of Housing benefit and the introduction of the Universal Credit in April 2013 may lead to a rise in rent arrears and housing repossession proceedings and therefore a greater need for housing advice. There will be increased pressure on securing affordable rental accommodation and consequently a greater need for mediation between tenants and landlords in rental possession cases

There are high levels of unemployment and benefits claims linked to social housing. In LBE managed housing stock tenants receiving Housing Benefit (HB) number more than twice the amount than those receiving no HB. Wards with a higher number of social housing estates (Council or RSL managed) also have higher levels of unemployment.

**(See Appendix 3 For Ealing Labour market Statistics)**

# IV.2 Overview of Post-16 Provision and Young People Not in Education, Employment and Training (NEET) In Ealing

### IV.2.1 Introduction

The following provides an overview of Post-16 provision and training providers in Ealing. Information and statistics on Post-16 participation, attainment and progression are also outlined in the report. An overview of targeted work undertaken with young people not in education, training and employment is provided, including data on performance.

### IV.2.2 Young People in Ealing aged 16-19

According to the ONS population projections (2004 revision), there are 11,620 16, 17 and 18 year-olds resident in Ealing. Of these, 7,650 are aged 16 and 17, and this age group forms the vast majority of those in education and training at Key Stage 5. Young people in the borough are better qualified at age 16 than both the national and London average; there are fewer unauthorised absences at schools than both the London or England averages; and they are more likely to go on to achieve a degree level qualification than either the regional or national average. However, there are significant differences between different wards in the borough, with achievement in some being well below national averages, and there are significant variations in success post-16 depending on which schools or training provider’s young people attend. These are some of the factors which will determine commissioning and other discussions with local schools and training providers in the future.

Deprivation levels within Ealing, and the numbers of young people defined as living in poverty, are both higher than the national averages. However, as above, this masks very significant differences between wards and especially super output areas, where a number of wards are in the 10% most deprived in the country and others significantly better off than national averages. Schools census data from 2009 in the borough show that 76% of pupils in secondary schools are classified as being from a minority ethnic background, and 47% do not have English as their first language. 25% are entitled to Free School Meals, twice the national average.

### IV.2.3 Post-16 Education and Training Providers in Ealing

#### School Sixth Forms

There are 11 School Sixth Forms in Ealing, plus one sixth form in an Academy. A further school, Acton High, is currently the only one without a post-16 offer, and this will be commencing in September 2011 as part of the Building Schools for the Future (BSF) programme. A further new school in the north of the borough has been proposed as part of the borough’s Building Schools for the Future process, and will contain a Sixth Form; however, post-16 delivery here is unlikely to commence for around ten years.

Four schools have recently opened Sixth Forms, as a result of Presumption decisions. Delivery commenced at Featherstone High School, Southall, in September 2008, and in Villiers High, Southall; Dormers Wells High, Southall; and Elthorne Park, Hanwell, in September 2009.

The majority of schools in the borough are primarily offering an A-level focussed curriculum in the main, with some level 2 provision. Most schools are now offering or planning to offer post-16 diplomas. The three schools which opened sixth forms in 2009 (see above) are using International Baccalaureate as the key plank of their academic level 3 offer.

Two schools are planning to offer a significant Foundation Learning curriculum in their sixth forms in 2010/11 – Greenford, which has done so for some time, and Elthorne Park, which was allocated growth money through the regional allocations group for a new level 1 offer in 2010/11. There are two faith schools – Twyford Church of England High School, in Acton, and The Cardinal Wiseman Roman Catholic High School, in Greenford.

Of the 7 Ealing schools with established sixth forms, 3 were judged to be outstanding by Ofsted in their most recent inspection, 2 were deemed good and 2 satisfactory.

#### Further Education

There is one General Further Education College serving the borough, **Ealing, Hammersmith and West London College**. The college is on four main sites, three of which are in Ealing – Ealing Green, Southall and Acton. The fourth site, and head office, is in Barons Court, and as such the 16-18 provision for the college will be commissioned by LB Hammersmith and Fulham. However, there are nearly three times as many learners at the college who are Ealing residents as there are Hammersmith and Fulham residents.

The college offers courses in 13 of the 14 subject sector areas, with the exception of agricultural provision. They were last inspected in November 2006, gaining a grade 2 overall and grade 1 for Leadership and Management. Since this point, there has been a complete overhaul of the college’s SMT and a restructure of middle management is just being completed. The college’s post-16 numbers have fallen slightly in the last few years, quite possibly due to the number of schools opening Sixth Forms in both boroughs. The overall FE funding for 16-18 year-olds at the college has remained fairly static at around the £20 million mark. The college remains the largest in London by overall turnover, and one of the largest in England. They are a member of the 157 group of the largest, most successful colleges, and have QIA Beacon status. There are both academic and vocational provision at all four sites, including an A-level curriculum at Southall, Ealing and Barons Court. The college also offers a number of Diplomas.

Aside from their FE programme, the college also offers a relatively small apprenticeships programme, primarily in Construction; a small E2E offer with a more sizeable Foundation Learning offer; several ESF programmes (see below); and a wide offer for 14-16 year-olds from three boroughs (LBE, LBH&F, RBKC) including young apprenticeships.

**Capel Manor**, a specialist agricultural college based in north London, offers a small amount of post-16 provision in this area of learning at their Ealing site in Gunnersbury Park.

### IV.2.4 Work-based Learning (including former E2E)

Aside from the college, there are a number of Ealing-based providers of apprenticeships and E2E. They are mostly small and specialising in one or two subject sector areas. In no particular order, they are:

* **Happy Child Training** – specialising in childcare.
* **Metis Training** – also specialising in childcare.
* **Redwood Education and Skills** (part of the same group as Head to Head Training – see below) - specialising in business, management and ICT.
* **Acton Training Centre** – specialising in Business Admin and ICT.

There are a number of other providers who, whilst based outside the area, deliver a number of apprenticeships to Ealing residents. Perhaps the most notable of these are **Hillingdon Training** and **Troy Solutions**, who jointly deliver the training for the apprentices employed by Ealing Council.

There are two E2E/ Foundation Learning specialist providers – **Head to Head** training, who are commissioned by Ealing, and **TBG Learning**, commissioned by Tower Hamlets. Head to Head has delivered well against target numbers and received additional January Guarantee numbers and funding to take on further young people.

**West London University** which is a Higher Education institution delivering a modest volume of Further Education provision almost entirely in the Hospitality and Catering work sector courses include apprenticeships, BTEC and the Advanced Diploma.

### ****IV.2.5 Learners with Learning Difficulties and Disabilities (LLDD) Provision****

There is the following provision available specifically for LLDD.

* **St Anne’s Special School** has 16-19 provision for PMLD and SLD learners.
* **Belvue Special School** has 16-19 provision for MLD and SLD learners.
* Post-16 Entry level and Level 1 provision at **Greenford High School**.

# IV.3 Post-16 Participation, Attainment and Progression

### IV.3.1 Participation

In 2009 approximately 50% of those who studied in Ealing Schools in Year 11 went on to study within the borough at Post-16. The main boroughs and providers that learners travel to study outside Ealing are; Hammersmith and Fulham (EHWCL Barons Court site, 99 learners and William Morris 78), Hillingdon (Uxbridge College 228) Richmond (Richmond Tertiary College 143) and Hounslow (West Thames College 94).

(Note: 346 learners attended EHWLC on the colleges Ealing based sites. The numbers shown are for the current year 12).

**Participation Rates**

The 2009 Year 11 Annual Activity Survey shows that:

* From a cohort of 3180 Year 11 Leavers, 96.0% moved into learning (education or training), which is higher than the 2008 figure of 94.7%. When those young people entering employment is added the figure increases to 96.8% or 3077 young people (95.8% in 2008).
* The September Guarantee is a process by which Year 11 leavers are offered opportunities in learning or employment by the end of September. In 2009 98.1% of the Year 11 leavers were offered a place in learning. This is an improvement on the 2008 figure which was 96.8%, and an indicator of ongoing improvements with our tracking procedures and work with young people that are potentially NEET.
* In 2009 this guarantee was also made available to all young people who were in Year 11 in the previous year. 92.3% of this group were offered a place in learning.
* The January Guarantee is a process through which all 16 and 17 year olds who were Not in Employment, Education or Training (NEET) in January 2010 were offered a place in learning.

Connexions works hard to identify groups of young people that are over represented in the NEET figures when compared to the average figure for the borough. Examples of groups with higher than average NEET figures include young people with disabilities, care leavers, teenage mothers, certain ethnic groups as well as young people living in certain wards. The NEET Operations Group meets monthly to consider how best to narrow the gaps in achievement.

### IV.3.2 Types of Qualification and Training Undertaken

Using Connexions destinations data (actual) for 2009, we can see the types of qualifications which young people aged 16 entered upon leaving compulsory schooling. Of the 3178 young people in Ealing schools at year 11, 51% went on to study general level 3 qualifications (mostly A-levels, with a few students studying International Baccalaureate); 12% on a level 3 diploma, or other applied course such as BTEC. At level 2, 4% of learners went on to study general L2 qualifications (GCSE re-takes in the main); 15% went on to a level 2 diploma or other applied course (again, such as a BTEC); and 3% went on to study a level 2 apprenticeship. 4% studied a level one course (also known as Foundation Learning) – many of these young people will have been on Entry to Employment (E2E) or The Prince’s Trust’s Team programme. Of the remainder, most (8% of the total) went on to other courses (some at entry level – these are likely to either be young people new to the country who required additional language support, or those with learning difficulties / disabilities); or those young people in employment with some form of training); and small numbers (3%) were known to be likely to become NEET straight away, or enter a job without any training attached.

### IV.3.3 Attainment at 19

* The percentage of young people achieving Level 2 by 19 moved from 78.1% in 2007/2008 to 79.0% in 2008/2009 which is identical to the national average.
* The percentage of young people achieving Level 3 by 19 moved from 55.9% in 2007/2008 to 58.3% in 2008/2009 compared with a national average of 51%.
* The percentages of young people who were in receipt of free school meals at academic age 15 who attained level 2 qualifications by the age of 19 has dropped from73.1% in 2007-2008 to 68.5% in 2008-2009.
* The gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not has increased from 19.5%, at end of 2007/2008 to 24.1%, at end of 2008/2009.
* Within Ealing sixth forms overall attainment is slightly above national averages.
* Ealing Average Points Score (APS) per student 2009 724.4 ( NA 721).
* Ealing APS per subject 2009 209 (NA 2009).
* Ealing Post-16 overall contextual value added is significantly above average and is also in line with or significantly above average in all but one of our individual sixth forms.
* AS to A2 fail rates are significantly below the national average in 5 of the 7 established sixth forms but significantly above in 2

### IV.3.4 Progression

Learner progression between the ages of 16-19 in relation to their prior attainment shows that 17.4% of learners who achieved a full level 2 at 16 had not achieved Level 3 (two A levels or equivalent) by the age of 19 and almost 50% who achieved L2 without English and Maths had not attained level 3 by 19.

Key Issues that need to be addressed in relation to this are:

* Ensuring that learners are studying a course that meets their learning needs. Destinations data shows that broadly the numbers expected go on to L3 courses but 90% of these courses are A levels. The broad range of applied learning provision available at L2 is either not available at L3 or not seen by learners as viable alternative to A Levels.
* Reducing the high AS fail rate in some schools and ensuring that those young people who do fail at AS are supported to progress onto alternative learning pathways.
* Ensuring that learners have the chance to get it right at level 2. National data shows that learners who have not secured a full level 2 at 16 usually make better progress by studying at level 2 for another year before progressing on to L3.
* Ensuring that the Information, Advice and Guidance (IAG) that young people and their parents receive helps them to make a course choice that will meet the young person’s needs.

# IV.4 Local Authority Responsibilities

### IV.4.1 16-19(24) Commissioning

On 1 April 2010 Ealing took on responsibility for commissioning education and training for 16-19 year olds and learners with learning difficulties and disabilities (LDD) with a section 139a needs assessment and young offenders up to the age of 24.

Ealing is responsible for commissioning the education and training places of providers who are based in Ealing and therefore has the responsibility to commission places on behalf of other boroughs whose learners study in Ealing and visa versa. The establishment of inter-borough dialogues with neighbouring boroughs where significant numbers of Ealing learners travel to learn in or from where significant numbers of another boroughs learners travel to learn in Ealing is therefore a crucial part of the process.

The commissioning of Apprenticeship places is carried out by the National Apprenticeship Service (NAS) in dialogue with Ealing.

The London Regional Planning group as part of London Councils oversees the regional commissioning process and the Young People’s Learning Agency is the national body with overall responsibility for 16-19(24) commissioning and is responsible for allocating the funding for the finally agreed numbers of places. The LA is responsible for ensuring that payments are passported through to providers.

### IV.4.2 Key challenges of commissioning

#### LLDD

There is a shortage of 16-24 suitable provision for LLDD (with a section 139a learning difficulty assessment) and in particular for those aged 19-24. A small number of Ealing learners (20) attend an independent specialist provider (ISP). ISP provision is very expensive; costs are met by the Young People’s Learning Agency (YPLA)and often based a considerable distance away from Ealing. Ensuring there is the right provision locally and sub-regionally is a significant challenge.

#### Infrastructure Changes

The development of new sixth forms presents a particular challenge in relation to commissioning as this new provision creates displacement from other existing providers. Boroughs need to work together to agree which providers are most likely to have reduced numbers as a consequence of the infrastructure change and commission accordingly.

Work has already been undertaken in Ealing to establish the mix and balance of provision needed to meet the needs of all Ealing’s learners, projecting forward to 2013. The changes needed are an increase of level 1 provision from 4% to 8%; an increase of L2 applied courses by 5% and in apprenticeships by 7% with a decrease in general courses of 4%; an increase in L3 courses by 8% but with a 11% reduction in A levels and a 5.5% increase in both Applied Courses and Apprenticeships.

Key implications of this are the need to decommission some A level provision; the need to encourage existing providers to offer more applied courses and more foundation learning (L1); the need to find new providers where necessary and the need to decommission provision that is surplus.

A wide variety of subjects and work sectors are available to study in Ealing and in neighbouring boroughs, but Engineering provision has been identified as an area that needs further development.

#### Post-16 Provider Quality

Commissioning and decommissioning decisions need to be based on accurate information about the quality of provision. Ealing is responsible for assuring the quality of its school sixth form providers.

#### London Wide Prospectus and The Common Application Process (CAP)

The LA has a responsibility to ensure that all local post-16 course information is entered on the London wide prospectus “My Choice London” and to ensure that young people are able to apply for all available courses using a web-based common application process (CAP) by 2011. The Ealing 14-19 team work with providers to keep the “My Choice” website up to date and the Ealing’s14-19 Partnership has just completed a 1st stage small pilot for CAP and will be broadening the pilot to include all 16-19 provision in the next academic year.

### IV.4.3 Information, Advice and Guidance (IAG)

The local authority is responsible for providing strategic leadership for IAG and ensuring effective high quality IAG, which will support the delivery of the wider objectives of Ealing’s Children’s and Young People’s Plan. The authority is responsible for commissioning IAG services, Connexions (currently through CfBT Advice and Guidance) and providing direct provision targeted at vulnerable groups and young people who are not in education, employment and training.

Schools and colleges have a crucial statutory role and specified responsibilities in delivering impartial careers education, supported by personalised, impartial IAG set out in the Statutory Guidance 2009. The local authority has a responsibility to ensure that all IAG provision in its schools meet the IAG quality standards and that Careers Education and Information, Advice and Guidance (CEIAG) statutory responsibilities are met.

Ealing’s 14-19 Strategic Plan 2009-2010 identifies the following key objective:

* To work with provider institutions and across the area-wide partnership to develop information, advice and guidance practice that ensures impartiality, challenges stereotypes and is informed by the knowledge of each learner’s abilities, interest and needs and the opportunities and progression routes available to them.

A comprehensive IAG strategy is in place setting priorities and approaches that will be adopted in working towards the above objective and in line with requirements of statutory guidance.

### IV.4.4 Connexions Service & Work with Young People Not in Education, Employment and Training and Provision

#### IAG Services

Connexions provides information, advice, guidance and support on a very wide range of issues to young people aged 13-19 and to their 25th birthday for some young people with disabilities and their parent or carers. These IAG services are provided by a network of Connexions Personal Advisers in a variety of settings including schools and colleges, at the One Stop Shop in Ealing and in community settings such as youth centres. The services are differentiated by need and young people that need additional support it is provided as required.

#### NEET Performance LAA Stretch Targets/National Indicator

One of the key targets for Connexions nationally is reducing the proportion of young people aged 16-18 that are NEET. This is part of the National Indicator set – NI 117.

Ealing Council also agreed an LAA stretch target to 2010 for reducing the 16-18 NEET, which has been delivered and reported on by Connexions. Achievement against the NEET target is made across November, December and January each financial year. The mean 16-18 NEET figure in Ealing between November 2009 and January 2010 was 287 or 4.9% against the stretch target of 5.8%. This is good performance against the stretch target.

Ealing’s performance against the stretch target for 16 – 18 Not Knowns was also good and achieved 3.5% (220 young people) against a target of 6.3%. Ealing has therefore succeeded in minimising the number of young people falling through the usual reporting process. The Connexions Service is rigorous in tracking young people, with an initial letter, followed up with a phone call and then a visit. The majority of young people remaining unknown is primarily as a result of them moving out of the area. It is acknowledged at national level that there will always be a number of young people that remain unknown. (Please refer Appendix 1 for West London performance on NEETs and Not Knows.)

|  |  |  |
| --- | --- | --- |
| LAA Stretch Nov 2009-Jan 2010 | Target | **Achievement** |
| 16-18 NEET | 5.8% | **4.9%** |
| 16-18 Not Known | 6.3% | **3.5%** |

#### Work with NEET and other vulnerable groups

Connexions aims to support all young people to make successful transitions into adult life and provides information, advice, guidance and support for all young people aged 13-19 and up to age 25 for young people with learning difficulties and disabilities (LDD). Support is provided in schools, colleges, and community settings and from the Connexions One Stop Shop. Connexions targets considerable resources into supporting young people that are at risk of becoming NEET as well as identifying, supporting and tracking those that are NEET. Connexions provides and brokers universal, targeted and specialist support to meet a wide range of needs of young people that are NEET or at risk of becoming so. In addition to providing universal support for all young people, additional support is targeted at young people that need it. This includes young people that have poor educational attainment or attendance, looked after children, young offenders, those on the apprenticeship scheme, young people with LDD, Travellers, the Newly Arrived, lone parents, black and minority ethnic communities, young people from “hotspot” areas and those that are Not in Education, Training or Employment.

The NEET Operations group meets monthly to ensure that we continue with integrated working between the various Connexions Service agencies and other partners resulting in effective work with young people that are NEET and Not Known. Tracking strategies are developed and open discussion of potential issues relating to the tracking of clients allows the service to put in place effective methods of support.

Connexions PAs, whilst providing ongoing support for all clients on their caseloads are also targeting those clients that have been NEET for over 20 weeks to conduct intensive work to support them to move them into education, employment and training. This has included outreach work such as undertaking home visits to re-establish contact, build rapport and motivate young people to aspire to and achieve successful transitions into education, employment and training

#### V talent year

V talent year is a programme funded by the v organisation and offers placements in Children and Families to 15 young volunteers aged 16-24. The average age of the 15 volunteers at the start of the 44 week programme was 19 years and all of them were NEET when they started the programme and many were also from vulnerable groups.

The first cohort of volunteers finished their programme in February 2010. Seven of the volunteers have moved onto apprenticeships with the Council and another one has gained employment at a Children’s Centre in Southall and will work towards an NVQ in childcare. Almost all of the remaining volunteers have moved into education or employment.

A second cohort of 15 volunteers began their placements in April. Further cohorts of volunteers will be subject to renewal of funding either from the v organisation or elsewhere.

### IV.4.5 Other Key Areas of Work

#### Raising of the Participation Age

The Raising of The Participation Age (RPA) means that Young People will be expected to participate in Employment and Training until aged 17 by 2013 and 18 by 2015.

Ealing has recently been accepted as part of the phase 2 national RPA trial with a focus on Information, Advice and Guidance. Work will include: auditing IAG across the 14-19 Partnership; developing an IAG network to enable sharing of good practice and the development of new practice and identifying Yr7 and Yr8 RPA at risk groups and raising employer awareness of RPA and encouraging them to offer training and apprenticeships

#### 16-19 Curriculum Development

At the time of writing there is a duty to ensure that all 16-19 year olds have access to the four pathways of General Qualifications (A level and GCSE), Diplomas, Foundation Learning and Apprenticeships by 2013.

* **Diplomas**

Over the last three years Ealing’s 14-19 team have been working with the 14-19 Partnership and with Hammersmith and Fulham and other boroughs to develop the Diploma and ensure all lines are available to Ealing’s learners. Most Ealing sixth forms are now delivering or about to deliver at least one diploma line. Some Diploma delivery is also in place at EHWLC and Thames Valley University.

Post-16 Diplomas in Creative and Media, Hospitality, Construction and The Built Environment, Business Administration and Finance and Society, Health and Development are already on offer at Ealing providers, with Hair and Beauty available at EHWLC Barons Court site.

From September 2010 Sports and Active Leisure and Travel and Tourism will also be available in Ealing and Retail at EHWLC Barons Court Site. Environment and Land-based Studies and Public Services will be available from September 2011. Plans are in place to develop some Engineering Diploma provision through a link with Hillingdon.

* **Foundation Learning**

Following on from a pilot in 20 local authorities in 2008-9, Ealing has been working with its 14-19 providers to raise understanding of the nature of Foundation Leaning and support them in developing their curricula to include this pathway for 14-19 year olds.

Two schools are planning to offer a significant Foundation Learning curriculum in their sixth forms in 2010/11 – Greenford, which has offered an Access course for some time, and Elthorne Park, which was allocated growth money through the London Regional Planning group for a new level 1 offer in 2010/11.

Ealing has established two Foundation Learning networks, one general and one Special School specific, to enable the sharing of good practice and the development of new practice across providers.

There are two existing E2E specialist providers – Head to Head Training, who are commissioned by Ealing, and TBG Learning, commissioned by Tower Hamlets who are in the process of converting their courses to Foundation Learning.

For both volume of relevant provision and coverage across the borough, it is intended to seek a further Foundation Learning provider in the west / north-west of the borough, although this is a longer-term aim and is highly unlikely to result in any delivery in the 2010/11 academic year.

### ****IV.4.5 Financial Implications****

Connexions is funded by the DCSF through an Area Based Grant (ABG).

#### 14-19 & NEET Funding 2010/11

Local authorities are increasingly responsible for all aspects associated with young people to give them the best possible future. From April 2010, local authorities will take responsibility for the funding of provision for 16-19 year olds. This brings about major changes in responsibilities, strategic management and new partnerships for all concerned. Local authorities are acquiring significant 14-19 responsibilities including Connexions, commissioning 16-19 education provision, the Diploma and Apprenticeship entitlement and raising the Participation Age. The 14-19 Partnership is key to ensure there is a coherent, locally-owned strategy that meets local needs has the buy-in of all partners and that will deliver the 14-19 entitlement for all young people. The NEET and 14-19 Service is funded from a variety of sources as set out below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant** | **Source** | **Amount** | **Notes** |
| 14-19 Flexible Funding | ABG | £72,079 | £3,000 taken to LSP (top slice) |
| Raising Participation Age | DfE | £70,000 |  |
| Diploma Grant – Common Application Process | DfE | £11,333 |  |
| 14-19 Strategy Service | DSG/GFRA | £220,700 | £144k DSG/£76k GFRA |
| Aim Higher | DIUS | £207,311 | Estimated – as per 2009/10 |
| Foundation Learning at KS4 | DfE | £58,500 |  |
| 14-19 LSC Staff Transfers (ABG Special Purpose Grant) | DfE | £262,700 |  |
| Local Delivery Support Grant (was Consortia Support Grant) | DfE | £186,544 |  |
| Diploma Formula Grant | DfE | £211,925 | Indicative allocation – tbc |
| **TOTAL** |  | **£1,548,693** |  |

The announced and indicative grant allocations set out above will be subject to review as part of the emergency budget on 22nd June 2010 and the Government’s Comprehensive Spending Review in the autumn 2010.

#### Update on Area Based Grants

On Thursday 10th June the details of the first round of reductions in local government grants were announced. A reduction of 24% will be taken from DFE and Home Office Area Based Grants (ABG) in the current financial year. In 2010/11 Children's ABG's total £6.435m hence the 24% reduction is £1.544m. The 24% reduction has been applied to Ealing's overall ABG allocation and the authority has discretion against which spending lines (within ABG) to apply the reductions to.

There are 29 individual ABG's in Children's. Of these, 3 ABG's have a direct impact on Post 16 & NEETs service provision:

* The Connexions ABG is £2.588m in 2010/11 hence a 24% reduction is £621k.
* The Special Purpose ABG received to fund 14-19 Support is £263k in 2010/11 hence a 24% reduction is £63k. This responsibility was transferred to the Local Authority from the Learning Skills Council from April 2010.
* The 14-19 Flexible Funding ABG is £72k hence a 24% reduction is £17k.

The reductions are being scoped by Senior Management with a target date of Friday 18th June.

### IV.4.6 Other Implications

#### Risk Management

The Council uses its Connexions Service to meet the LAA stretch target relating to the NEET target as well as statutory elements of the Connexions Service. There is a risk that the Connexions service will not meet these targets, which would jeopardise the reward element of the LAA. Under the LAA the NEET target is stretched each year making it more difficult to achieve. The target for 2010/11 is 5.3%.

In relation to 16-19 (24) commissioning and post-16 progression, there are a number of risks that need to be managed. These include the following:

Ensuring that the information, advice and guidance given is not only impartial but does not create a demand that cannot be matched by supply. A good example of this would be encouraging many students to take up apprenticeships without having local employers offering the right opportunities. The work of the employer engagement and work related learning subgroup in partnership with the National Apprenticeship Service aims to minimise this risk.

That young people and their parents will continue to push to do A Levels even when the course does not meet their needs, resulting in potential mismatch between supply and demand as we work to reduce overall A level provision. The converse of this would be continuing to support the number of A level provision available at present thereby not addressing learner’s needs rather than choices and not freeing up funding for other courses. The 14-19 partnership adopting of the 2013 curriculum projections and their engagement the development of IAG aims to minimise this risk.

#### Community Safety

Non-engagement of young people in education, training and employment is regarded as a risk factor, which might lead to their involvement in crime. The Connexions service contributes to reducing the risk by supporting young people to access jobs, training and education.

#### Links to LBE Strategic Objectives

* **Health and independence**

Connexions offer a range of information, advice, support and signposting to young people including on health matters. Some basic health provision is provided at the one stop shop in Ealing, which is provided and managed by CfBT.

* **Economy**

Connexions works to ensure that young people are provided with information, advice, guidance and support to access opportunities in education, training and employment available inside and outside the borough. Ensuring a broad range and breadth of high quality education and training opportunities that meet the needs of our young people but which also reflects local and regional employment sector needs is a key aspect of 16-19 commissioning.

* **Children and young people**

Nationally the Connexions Service aims to offer “the best start in life for every young person” through providing information, advice, guidance and support to every young person according to their needs.

Ensuring a broad range and breadth of high quality education and training opportunities that meet the needs of all our young people is key in providing them with the opportunity to achieve the five Every Child Matters Outcomes and in particular those of enjoy and achieve and achieve economic well being.

* **Organisational improvement**

The connexions contract is closely monitored to ensure that resources are utilised to support the needs of all young people with particular emphasis on supporting vulnerable groups where need is greatest.

The transfer of 16-19 commissioning role to the LA took place on 1st April 2010 so a new set the systems, procedures have been established and are currently being embedded to ensure effective integrated working across Children’s Services.

* **Equalities and community cohesion**

Certain groups are over represented in the NEET group and Connexions works with these young people to support them into entering and sustaining education, employment and training.

The current lack of adequate and appropriate provision for some LLDD learners as identified in 1.5 under key challenges, presents an equalities issue, which the LDD group will be working with providers in Ealing and the wider sub-region to address with appropriate liaison with the Young People’s Learning agency.

# IV.5 Innovative Responses to Recent Cuts in Youth Provision

Ealing Council gave a presentation about the work being carried out to address youth unemployment at an event organised by London Funders and hosted by Shroders Bank[[2]](#footnote-2). The TYPE project was profiled. Following presentation delegates drawn largely from London base funding agencies shared ideas about best to tackle these issues. Their ideas included:

* Funders could encourage small groups to pool facilities
* Funders need to see better impact measurement
* Encourage voluntary organisations to share data
* Together we could be identifying and drawing attention to London-specific needs: “being young and poor in London means …”.
* The principle of not replacing public sector funding is becoming meaningless in the face of drastic cuts and needs serious exploration by funders together
* More important than ever to target money to what young people say they want
* Less consultation – and more use of what funders already know!
* Funders could share knowledge, e.g. on replicating/franchising/scaling up good projects
* Funders could share experience more, e.g. changes in different sectors, in larger and smaller groups, in quality and quantity of applications (and why the changes are happening)
* Funders could do more to support sustainability, e.g. sharing examples of diversified income
* Help young people set up and run their own projects well – financial development skills, legal expertise, ideas on where to find equipment, links with local businesses, etc.
* Use funding to enable and encourage groups to work together.

Section V:

Conclusions

## 

# Conclusions

This Baseline Study has provided an overview of all issues affecting youth inclusion in the UK, London and Ealing, both now and in the future.

The next stage in the TYPE Ealing project is the production of an Action Plan report that shows how statutory, voluntary, housing and business are responding to these issues in Ealing. Hopefully, the range of activities being delivered is helping to respond to the growing numbers of NEET young people in Ealing. This Baseline study will be widely distribute to ensure, all youth, employment and training deliverers in Ealing are aware of the need to further target their services to the under 25 and to help to fill the gaps in the current provision.

# Further Reading and References

**London’s Poverty Profile**, Tom MacInnes and Peter Kenway, City Parochial Foundation.

**Hidden Talents**; A statistical Overview of the Participation Patterns of young people aged 16 – 24, Tim Allen, Palak Mehta and Simon Rutt, Local Government Association.

**Adult Apprenticeships**, National Audit Office, Department for Business, Innovation and Skills.

**Building Engagement, Building Futures:** Strategy to Maximise the Participation of 16 – 24 year olds in Education, Training and Work, HM Government December 2011.

**Ensuring Labour Market Success for Ethnic Minority and Immigrant Youth,** Fracesca Froy and Lucy Pyne, OECD.

**An International Review of Skills, Jobs and Poverty**, by Gillian Paull and Tara Patel, Joseph Rowntree Foundation.

**Ealing Joint Strategic Needs Assessment,** Dec 2010 NHS Ealing and London Borough of Ealing.

1. This section draws heavily upon the London’s Poverty Profile, City Parochial 2009 [↑](#footnote-ref-1)
2. London Funders Members Meeting: ‘The Funding Landscape – Less than the price of a first class stamp’. Event report available from: <http://www.londonfunders.org.uk/sites/default/files/images/FINALCYPeventreport.pdf> [↑](#footnote-ref-2)