



## Youth Wiki national description

# Youth policies in the United Kingdom (England)

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>



**UNITED KINGDOM (ENGLAND)**

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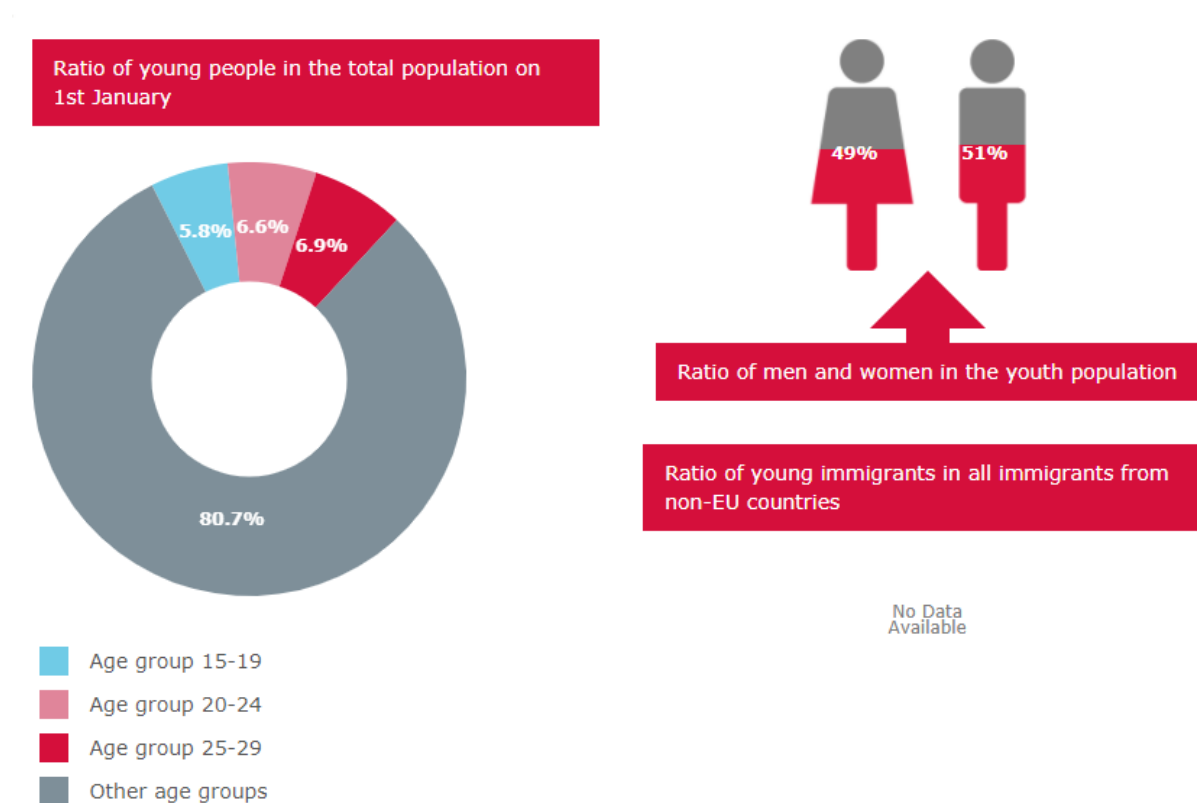
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## Overview

### Young People in the United Kingdom



Total number of young people:

12 572 786

#### References:

Data are for the United Kingdom as a whole, and might not represent the demographic situation in England.

Ratio (%) of young people in the total population (2016): Eurostat, yth\_demo\_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth\_demo\_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth\_demo\_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth\_demo\_070 [data extracted on 21/09/2017].

## Youth Policy in the United Kingdom

Responsibilities for policies targeting young people sit in different departments across government. For example, policy responsibility for young people's mental health sits in the [Department of Health](#), whereas responsibility for out-of-school opportunities for young people sits in the Office for Civil Society in the [Department for Digital, Culture, Media and Sport](#). These departments' policies address different age ranges, and so there is no single age range for youth policy in England.

At the time of writing (October 2017), a new three-year youth policy statement was being developed. This will set the strategic direction for youth policy in England.

## **1. Youth Policy Governance**

Responsibility for youth policy is distributed across various government departments, including Education and Health. The Office for Civil Society within the Department for Digital, Culture, Media and Sport does, however, have specific responsibility for supporting youth policy, as well as for the National Citizen Service (see [Youth Volunteering at National Level](#)). As a result, the particular focus of youth policy is on out-of-school activities, including social action and volunteering.

In recent years, the Government has pursued a policy of decentralisation/localism resulting in increased powers at local level. As a result, decisions about the provision of services and activities for young people are determined at a local, rather than a national, level. This introduces flexibility to make provision according to local need, but also means that no national standard for such services for young people is specified.

### **1.1 Target population of youth policy**

#### **Target population of the national youth policy**

Responsibilities for policies targeting young people sit in different departments across Government. For example, policy responsibility for young people's mental health sits in the [Department of Health](#), whereas responsibility for out-of-school opportunities for young people sits in the Office for Civil Society in the [Department for Digital, Culture, Media and Sport](#). These departments' policies address different age ranges, and so there is no single age range for youth policy in England.

#### **Target population of local authority provision**

A duty is placed on local authorities to promote the well-being of young people aged 13-19 by securing access to sufficient educational, recreational leisure-time activities and facilities for them, so far as is reasonably practical. This age range rises to 24 years for those with learning difficulties. Local authorities are also expected to provide more targeted services for vulnerable young people, including includes teenage pregnancy advice, youth justice teams, drug and alcohol misuse services and homelessness support.

### **1.2 National youth law**

#### **Existence of a National Youth Law**

There is no single national youth law in England. However, there are a number of pieces of legislation which address the needs and rights of young people and regulate how youth issues are addressed. Relevant legislation includes the:

- [Children Act 1989](#)
- [Children Act 2004](#)
- [Education and Inspections Act 2006](#)
- [Children and Young Persons Act 2008](#)
- [Children and Families Action 2014](#).

There was no systematic consultation of young people in the drawing up of this legislation. However, young people would be able to contribute to any public consultation which generally precedes a new piece of legislation; see the chapter on '[Participation](#)' for further details.

#### **Scope and contents**

##### **Safeguarding and child protection**

Much of the relevant legislation relates to safeguarding and child protection. The Children Acts of 1989 and 2004 provide the legislative framework for child protection in England. The [Children Act 1989](#) sets out what [local authorities](#) and the courts should do to protect

the welfare of children and places a duty on local authorities to provide services for children in need, their families and others. Based on proposals in the Government Green Paper, [Every Child Matters: Change for Children in Schools](#) (Department for Education and Skills, 2003), the [Children Act 2004](#) created a statutory framework for local cooperation to improve the well-being of children in their local areas and placed a duty on specified agencies with regards to safeguarding and promoting the welfare of children. It also established the post of the [Children's Commissioner](#), the holder of which has a statutory duty to promote and protect the rights of all children in England in accordance with the [United Nations Convention on the Rights of the Child](#).

The [Children and Young Person Act 2008](#) reformed the care system in England and Wales, implementing the proposals of the Government White Paper [Care Matters: Time for Change](#) (Department for Education and Skills, 2007). The [Children and Families Act 2014](#) introduced a range of reforms to improve services for key groups of vulnerable children, including children in the adoption and care systems; those affected by the decisions of the family courts; and those with [special educational needs and disabilities](#). It gave the Children's Commissioner special responsibility for the rights of children in or leaving care, living away from home or receiving social care. This legislation covers the welfare of young people up to age 18. It may extend to those aged 18, 19 and 20 for those who have been [looked after](#) by a local authority after age 16 or who have a learning disability.

### **Duty on local authorities**

The [Education and Inspections Act 2006](#) implements the proposals of the 2005 Government Green paper [Youth Matters](#). In particular, it imposed a duty on local authorities (LAs) to promote the well-being of persons aged 13-19 (and of persons aged up to 24 with learning difficulties) by securing access for them to sufficient educational and recreational leisure-time activities and facilities so far as is reasonably practical. LAs can fulfil this duty by providing activities and facilities, assisting others to do so or making other arrangements to facilitate access which can include the provision of transport, financial assistance or information. LAs must supply young people with up-to-date information regarding the leisure-time activities and facilities that are available locally. They must also ascertain from young people their views of existing provision and the need for additional provision and to take those views into account. For further information, see the section on local government in the article on '[Youth Policy Decision-Making](#)'.

### **Revisions/updates**

There is no single piece of legislation covering youth policy, it is therefore not possible to describe when, how and why it has been updated. When newer legislation updates or revokes existing legislation, details are provided on the [UK legislation website](#).

## **1.3 National youth strategy**

### **Existence of a National Youth Strategy**

Following recent elections and changes in Government, there is no current overarching youth policy strategy. The Government which has been in office since June 2016, has said it will undertake to look at strategic approaches across all policy areas (including youth) and will take into account the views of young people, [local authorities](#) and the youth sector when doing so.

### **Scope and contents**

N/A

### **Responsible authority for the implementation of the Youth Strategy**

N/A

**Revisions/updates**

N/A

**1.4 Youth policy decision-making****Structure of Decision-making****Central government**

Youth policy and strategy is a cross-government area led by the [Department for Digital, Culture, Media and Sport](#) (DCMS). More specifically, responsibilities for some elements of youth policy are part of the portfolio of the Under Secretary of State for Sport and Civil Society. DCMS also has responsibility for culture, sport, tourism, leisure, the creative industries and broadcasting. It took over responsibility for youth policy from the [Cabinet Office](#) in summer 2016 following a number of machinery of government changes. Prior to 2013, youth policy was within the remit of the [Department for Education](#).

DCMS's responsibilities for youth policy mainly relate to out-of-school opportunities for young people. It promotes social action schemes for young people and also has responsibility for the [National Citizen Service](#) (for further information see the section on 'Youth Volunteering at National Level' in the Chapter on 'Voluntary Activities'). Other responsibilities include supporting [local authorities](#) to deliver their statutory duties for youth provision and strategic dialogue with young people.

Other policies relating to young people sit with departments that have responsibility for that policy area as a whole; for example, responsibility for youth employment sits with the [Department for Work and Pensions](#).

**Local government**

Local authorities (LAs) have a statutory duty (under section 507B of the [Education and Inspections Act 2006](#) – see the article on 'National Youth Law') to secure sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) and to improve their well-being. They have responsibility for coordinating the overall local offer of all available provision for young people. They do not have to deliver the services themselves, and may commission, support and facilitate organisations from the [voluntary, community and social enterprise \(VCSE\)](#) sector to do this.

It is in line with central government's localism agenda, whereby more power lies at a local level, that decisions about this statutory duty of an offer for young people are determined at a local, rather than a national, level. No standard of such services for young people is specified.

**Delivering differently for young people**

Against a background of reduced funding nationally, in 2014, [Delivering Differently for Young People](#), a joint initiative between the [Cabinet Office](#), the [Department for Communities and Local Government](#) (DCLG), the [Local Government Association](#) (LGA) and the [Society of Local Authority Chief Executives](#) (SOLACE), provided a small number of local authorities with funding to rethink how they provided services to young people and supported positive outcomes. A second round of funding was made available to a further six local authorities in 2016. The funding includes professional support to review the available options and to share experiences with other authorities.

Alternative delivery models which can be considered under this funding include:

- spin outs, including Public Service Mutuels (organisations that have left the public sector, but continue delivering public services; employee control plays a significant role in their operation)
- voluntary, community and social enterprise sector (VCSE) delivery – commissioning out to local VCSE organisations

- community/civil society delivery model – working with local communities to empower them to deliver services
- public/private partnerships – a partnership with one or more organisations from the private sector.

### Young people's role in decision-making

The current Government is committed to giving young people a voice in formulating youth policy. It is also committed to the [United Nations Convention on the Rights of the Child](#), and demonstrates this by placing a strong emphasis on consulting young people, involving them in local democratic processes and decision making, and recognising their positive contribution to society. See the Chapter on '[Participation](#)' for further details.

## Main Themes

### Central government

Youth policies from a range of government departments aim to:

- support parents and families to support their children from birth to and through the teenage years
- ensure that all young people succeed in learning and find a job
- help young people develop their character, a sense of belonging and the behaviours which will help them succeed in learning, work and life
- encourage young people to take care of their physical and mental health
- look out for the most vulnerable young people who may suffer abuse, neglect, exploitation, or homelessness, focusing intensively on those for whom the state acts as a corporate parent
- prevent youth crime and support young people in the criminal justice system.

### Overlaps with European Union policy

In its 2015 submission to the [EU Youth Report](#), the Cabinet Office, which held policy responsibility for young people at the time, identified the five areas where the main themes of the (then) Government [policy](#) overlapped with the EU Youth Strategy:

- education and training
- employment and entrepreneurship
- participation
- voluntary activities
- social inclusion.

### Local government

The main themes underpinning the offer made by [local authorities](#) (LAs) are set out in *Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being*, issued by the Secretary of State for Education in 2012. It lists the youth work and other services that LAs should provide, so far as they are practically able, to improve the well-being of young people. This includes youth work and other activities that:

- connect young people with their communities, enabling them to belong and contribute to society, including through volunteering, and supporting them to have a voice in decisions which affect their lives
- offer young people opportunities in safe environments to take part in a wide range of sports, arts, music and other activities, through which they can develop a strong sense of belonging, socialise safely with their peers, enjoy social mixing, experience spending time with older people, and develop relationships with adults they trust
- support the personal and social development of young people through which they build the capabilities they need for learning, work, and the transition to adulthood – communication, confidence and agency, creativity, managing feelings, planning

and problem solving, relationships and leadership, and resilience and determination

- improve young people's physical and mental health and emotional well-being
- help those young people at risk of dropping out of learning or not achieving their full potential to engage and attain in education or training
- raise young people's aspirations, build their resilience, and inform their decisions, thereby reducing teenage pregnancy, risky behaviours such as substance misuse, and involvement in crime and anti-social behaviour.

### Surveys of local provision

A 2011 House of Commons Education Committee report on [Services for Young People](#) describes the local authority provision as follows:

Provision has typically taken the form of open-access services, including a range of leisure, cultural and sporting activities often based around youth centres. Local authorities also provide targeted services for vulnerable young people, such as teenage pregnancy advice, youth justice teams, drug and alcohol misuse services and homelessness support. Whilst some authorities provide services directly, many are contracted out to voluntary, community or private organisations. These sectors also provide a range of services funded wholly or largely from external sources: both open-access ones, such as the Scouts or faith-based groups, and targeted ones, such as training programmes run by [Fairbridge](#). The breadth of activities and providers meeting the description of 'services for young people' is consequently so broad that it is almost impossible to describe as a single sector.

In 2012, the [National Youth Agency](#), an intermediary charity which is the national body for youth work, published the [results of a commission](#) into what 'sufficient' local provision of services for young people should be. The NYA Commission aimed to gather and scrutinise evidence from across the sector to create a clearer picture of sufficiency. The findings were intended to inform central government and local authority understanding of sufficiency.

In 2013, the Cabinet Office undertook a [survey](#) to develop a broader understanding of how local authorities meet their statutory duty to secure services and activities for young people.

### The National Agency for Youth

There is no government agency in England which meets the definition of a national agency for youth - a government agency established to address youth issues, design and manage youth related programmes and initiatives, supporting both individuals and entities in availing themselves of funding opportunities, as well as producing and disseminating information on youth policies and opportunities.

### Policy monitoring and evaluation

There are no mechanisms specifically for monitoring and evaluating the implementation and effects of youth policies. A range of tools are utilised for general policy monitoring including in-house research capability, commissioned research, surveys, impact assessments, consultations, etc. Some surveys, for example, may be conducted at regular intervals and new policy documents generally include a statement regarding the timing of any evaluation.

Further details of policy making, monitoring and evaluation processes are provided in the article on ['Evidence-based youth policy'](#).

## **1.5 Cross-sectoral approach with other ministries**

### **Mechanisms and actors**

Youth policy and strategy is a cross-government area led by the [Department for Digital, Culture, Media and Sport](#). However, each individual government department retains responsibility for policies, programmes, actions and funding in their individual areas. For example, responsibility for youth employment sits with the Department for Work and Pensions.

A number of large-scale initiatives have demonstrated a cross-sectoral approach to youth policy. These included the:

- [Youth Contract](#), which was a package of measures designed to address youth unemployment from 2012 to 2016. Responsibility for the measures was shared across three central government departments: the then [Department for Business, Innovation and Skills](#), the [Department for Education](#) and the [Department for Work and Pensions](#).
- [Youth Engagement Fund](#), which was a cross-government fund launched in 2014 and supported by the [Cabinet Office](#), the [Department for Work and Pensions](#) and the [Ministry of Justice](#). Over three years, it aimed to reduce the number of young people, aged 14-17 years, who become NEET (not in education, employment or training). The funding was provided through social impact bonds, which are a payment by results system: investors fund innovative initiatives and government only pays if the initiatives achieve the planned outcome.
- The [Youth Investment Fund](#), which is aimed at supporting disadvantaged communities across England, helping young people to get the best start in life and supporting them to fulfil their potential.
- Step Up to Serve's youth social action campaign, [#iwill](#), is being supported by the Government up to 2020. For more information about both of these initiatives, please see the Chapter on '[Voluntary Activities](#)'.

## **1.6 Evidence-based youth policy**

### **Political Commitment to Evidence-Based Youth Policy**

The introduction to the [Magenta Book](#) (HM Treasury, 2011) sets out that the Government is committed to improving central and local government efficiency and effectiveness. It wishes to ensure that public funds are spent on activities that provide the greatest possible economic and social return. This requires that all policy, including youth policy, is based on reliable and robust evidence. High quality evaluation is vital to this.

Evidence-based policy making is embodied in the [Civil Service code](#) (2015) which has a statutory basis in Part 1 of the [Constitutional Reform and Governance Act 2010](#). All civil servants in the UK Civil Service (serving the UK Government and the Governments of Scotland and Wales) are expected to carry out their role with a commitment to the core values of integrity, honesty, objectivity and impartiality. Objectivity is defined as basing advice and decisions on rigorous analysis of the evidence. Civil servants must:

- provide information and advice, including advice to ministers, on the basis of the evidence, and accurately present the options and facts
- take decisions on the merits of the case; take due account of expert and professional advice.

Civil servants must not:

- ignore inconvenient facts or relevant considerations when providing advice or making decisions
- frustrate the implementation of policies once decisions are taken by declining to take, or abstaining from, action which flows from those decisions.

Improving policy making capability is an important strand of the [Civil Service Reform plan](#) (Cabinet Office and Civil Service Reform, 2014). Chapter 2 of the plan puts forward 'open policy making' as the default model to be adopted. Open policy making aims to make better policy by using a collaborative approach and being open to new ideas, new ways of working, new insights, new evidence and experts (see the [GOV Policy Lab blog](#) for further information).

To support the implementation of open policy-making, the Cabinet Office produced a range of resources for policy makers. They include the:

- [Open policy making manual](#) (2016)
- [Civil service policy profession policy curriculum](#)
- [Open Policy Making Manual](#) (2016).

### Public Sector Equality Duty

The Public Sector Equality Duty came into force across Great Britain (England, Scotland and Wales) on 5 April 2011 under the [Equality Act 2010](#). It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies have due regard for the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#) came into force on 10 September 2011. They require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives.

### Cooperation between policy-making and research

HM Treasury's Green and Magenta Books together provide detailed guidelines, for policy makers and analysts, on how policies and projects should be assessed and reviewed. The two sets of guidance are complementary: the [Green Book](#) (2011) emphasises the economic principles that should be applied to both appraisal and evaluation, and the [Magenta Book](#) (2011) provides in-depth guidance on how evaluation should be designed and undertaken. Neither are specific to the development of youth policy.

The [Green Book](#) models the policy making process as a cycle with the following stages (page 3):

- rationale
- objectives
- appraisal
- implementation (monitoring)
- feedback.

### What Works Networks

The Government set up a number of [What Works Networks](#) in 2013. The What Works initiative aims to improve the way that government and other organisations create, share and use high quality evidence for decision-making. It supports more effective and efficient services across the public sector at national and local levels. Policy areas covered by the What Works Centres are:

- health and social care
- educational achievement
- crime reduction
- early intervention
- local economic growth
- improved quality of life for older people
- well-being.

For example, the Early Intervention Foundation has commissioned research for a [review on social and emotional skills](#).

### Improvements to assessing Impact

As part of its former responsibility for youth policy, the Cabinet Office worked to support the youth sector to measure and increase the impact of its services for young people. In 2014, it published a guide entitled [Outcomes Frameworks: a guide for providers and commissioners of youth services](#), to help providers and commissioners who are considering how to improve the outcomes for young people as a result of their work. The guide aims to:

- simplify the landscape of available outcomes frameworks
- provide information on what a variety of frameworks look like when applied 'on the ground'
- suggest where to go for further information and support
- begin to demonstrate how measuring impact can help those working with young people to learn from and improve the programmes they run.

The Cabinet Office also supported the [Centre for Youth Impact](#). This initiative is a centre for evidence, capacity building and practice development with the aim of increasing the capacity of those providing and commissioning services for young people to generate and use high quality evidence in the design, delivery and evaluation of their services.

The Centre for Analysis of Youth Transitions ([CAYT](#)) began as a research centre, funded by the Department for Education. CAYT produced new research on topics relating to youth transitions and created a repository of 'what works' in terms of policy designed to assist young people in their transition from education to work, as well as reducing engagement. Since April 2015, the repository has been managed by Mentor, as part of the Alcohol and Drug Education and Prevention Information Service (ADEPIS).

### National Statistics and available data sources

A number of youth specific indicators are tracked at national level, providing a general understanding of the youth population in the following specific areas:

- Statistics on the number of [young people not in education, employment or training](#) (NEETs) are compiled by the [Office for National Statistics](#) (ONS) and published quarterly (in February, May, August, and November). The figures discussed in the statistical bulletin are obtained from the Labour Force Survey (a survey of households) and are therefore estimates, rather than precise figures.
- As part of its monthly labour market statistical briefing, the ONS provides both [seasonally adjusted](#) and [not seasonally adjusted](#) statistics on the educational and labour market status of young people from 16- to 24-years-of-age are published.
- [Destination data](#) provides clear and comparable information on the success of schools and colleges in helping their young people continue in education, employment and training is published annually by the [Department for Education](#).
- The [characteristics of children in need](#) are collected via the children in need census and published annually by the Department of Education.
- The [Social Mobility Commission](#), an independent statutory body, publishes an annual report setting out its views on the progress made towards improving social mobility in the UK. Its most recent annual report, [State of National 2016: Social Mobility in Great Britain](#) was published in November 2016. It has also published a number of [factsheets](#) which outline social mobility issues and recommendations in different sectors (early years, schools, vocational training and higher education).
- The [Youth Justice Board for England and Wales](#) collects [data](#) on the young people in the youth justice system. Annual statistics cover the flow of young people through the youth justice system, while general statistics cover offences resulting in a disposal, court remands, disposals, intensive supervision and surveillance programmes, and custody.

There are also a number of surveys which provide information about the health and well-being of young people. They include:

- The [Health Survey for England](#), undertaken since 1991 and covering children young people aged 2 to 15, measures health and health related behaviours living in private households in England. It is commissioned by [NHS Digital](#) (formerly the Health and Social Care Information Centre).
- The [National Study of Health and Wellbeing: Children and Young People](#), again commissioned by [NHS Digital](#), aims to find out about the health, development and well-being of children and young people aged between 2 and 19 years of age in England and Scotland.
- [Survey of the Mental Health of Children and Young People](#) is first survey of children and young people to focus on their mental health since 2004. The survey will provide data on the prevalence of mental illness among children and young people in England and Scotland and collect robust data on a range of topics relating to the mental health of these groups. The Office for National Statistics (ONS) and NatCen Social Research have been commissioned by the NHS Digital to carry out the MHCYP in 2016.

Note: Data on levels of participation in representative democracy are covered in the article on '[Youth participation in representative democracy](#)' in the chapter on 'Participation'.

#### Participation in youth services

There is no statistical collection of the levels of participation in youth services. Organisations working in this area accept that there is a gap the data available due to the changing nature of the way youth services are being delivered.

In 2013, the Cabinet Office undertook the [Local Authority Youth Services Survey Context](#) to develop a broader understanding of how local authorities are meeting their statutory duty to secure services and activities for young people to improve their wellbeing. Responses were received from 98 of 154 local authorities.

Prior to 2008, the National Youth Agency collected data on the number of young people participating in youth services; however, this ended when its funding was withdrawn.

#### **Budgetary Allocations supporting research in the youth field**

No information on budgetary allocations supporting research in the youth field is available.

### **1.7 Funding youth policy**

#### **How Youth policy is funded**

Although the Department for Digital, Culture, Media and Sport is responsible for youth policy, it is not a major provider of funding. Individual departments are responsible for funding their policies / programmes.

As discussed in the article on '[Youth Policy Decision-making](#)', local authorities (LAs) have a statutory duty to secure sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) to improve their well-being. There are free to decide how to discharge this duty.

Local authorities are not provided with specific funding for youth services: They decide how much of the Revenue Support Grant (RSG) (the non-ring fenced funding provided to local authorities from central government, via the [Department for Communities and Local Government](#)) to allocate to them. LAs can also redirect funding from other non-ringfenced areas, such as council tax and other local sources. The amounts LAs redirect varies depending on local circumstances. Previously, LAs received specific funding through the Early Intervention Grant, but in 2013 it was rolled into the RSG.

Against a background of reduced funding nationally, [Delivering Different Young People](#) (2015), a joint initiative between the [Cabinet Office](#), the [Department for Communities and Local Government](#), the [Local Government Association \(LGA\)](#) and the [Society of Local Authority Chief Executives \(SOLACE\)](#) provided a small number of local authorities with funding to rethink how they provide services to young people and support positive outcomes. The funding includes professional support to review the available options and to share experiences with other authorities.

### **Social impact bonds**

Social impact bonds (SIBs) are a form of social investment which involve private investors providing the capital to address complex social problems. It is a payment by results system: investors fund innovative interventions and the government only pays if these interventions achieve the planned outcomes. SIBs have been used to fund some youth initiatives, for example, the Youth Engagement Fund; see the article entitled '[Cross-sectorial approach with other ministries](#)' for more information about this fund.

### **What is funded?**

In addition to funding given to local government bodies to provide youth services described in the article on '[Youth Policy Decision-Making](#)', the government also uses grants to fund external organisations and activities that address its policy priorities. These include the following (note that this list does not attempt to be exhaustive):

- Grant funding from the Cabinet Office to the British Youth Council to provide the Youth Voice suite of programmes (see the sub-heading 'Actors' in the article on 'Consultation of Young People').
- Cabinet Office funding for the National Citizen Service (see the article on '[Youth Volunteering at national level](#)').
- Cabinet Office funding for the #iwill, the national campaign to promote youth social action (see the article on '[Youth Volunteering at national level](#)').
- Cabinet Office funding for the Youth Social Action Fund and the Uniformed Youth Social Action fund to get more young people involved in social action (see the article on '[Youth Volunteering at national level](#)').
- Administered by local authorities, central government provides [Youth Opportunity funding](#). Young people may apply to their local authority for funds to use on activities and projects which are of benefit to them. In many LAs, young people themselves are responsible for making the decisions about the applications which receive funding.
- The [Youth Engagement Fund](#), a cross-government fund supported by the Cabinet Office, the Department for Work and Pensions and the Ministry of Justice. See the article entitled '[Cross-sectorial approach with other ministries](#)' for further information.

### **Financial accountability**

#### **Local authority accountability**

Local Authorities (LAs) are responsible for ensuring that expenditure on youth services is timely and transparent, and that value for money is achieved. They are accountable both for services delivered directly by local government officers and for those services commissioned from external providers.

The [Department for Communities and Local Government](#) (DCLG), as the provider of the Revenue Support Grant, has detailed processes for dealing with any concerns about the overall financial management of a local authority.

Currently, all local authorities are required to report annually to the [Department for Education](#) (DfE) on expenditure on children's services. This annual return, known as 'Section 251' concentrates on education spending, but also contains a couple questions

on youth spending and other associated areas, including substance misuse and teenage pregnancy services. These returns provide transparent data for accountability purposes.

Local authorities (LAs) are accountable to local taxpayers. Democratic accountability helps ensure that they use available resources as effectively and as efficiently as possible. Their performance can be scrutinised by members of the public and by elected councillors. This is made possible by the availability of transparent data, for example the section 251 returns.

Full details of this accountability are set out in the 2015 [Accounting Officer Accountability System Statement for Local Government and for Fire and Rescue Authorities](#) published by the Department for Communities and Local Government.

### **Accountability systems for charities**

Both central government and local authorities (LAs) may contract third parties to provide services for young people. To be a charity, an organisation must satisfy the definition of a charity in the [2011 Charities Act](#). It must be:

- established for a charitable purpose
- subject to the control of the High Court's charity law jurisdiction.

A charity will generally have trustees who are responsible for the organisation's overall management. Trustees are legally responsible for directing affairs of their charity, ensuring that it is solvent, well run and delivering the charitable outcomes for the benefit of the public for which it was set up. Trustees must ensure that their charity complies with charity law and the requirements of the [Charity Commission](#), as well as other legislation and regulators. They must also ensure the organisation is meeting the requirements, charitable purpose and objects set out in the charity's own governing document.

[The Charity Commission](#) also has a statutory function to identify and investigate abuse and mismanagement in charities. Information about the discharge of these duties is available from the section of the Charity Commission website which sets out [How the Charity Commission ensures charities meet their legal requirements](#) (2013).

The Charity Commission has also published [guidance](#) which sets out how charities may deliver services for local authorities or government departments.

### **Use of EU Funds**

Details of how the European Social Fund and Youth Employment Initiative will be spent in England are set out in the [European Social Fund Operational Programme 2014-2020](#) (*Department for Work and Pensions*, 2015). The programme is worth 6.4 million euro (of which 3.5 million comes from the ESF) and will support over 2.3 million people. It addresses the following priorities:

- An inclusive labour market. Almost 60 % of the total allocation will be dedicated to help people into jobs, with a particular focus on disadvantaged groups like the low-skilled, older workers or people from ethnic minorities. Initiatives financed under this programme will also tackle youth unemployment in areas where it is relatively high. It will prepare young people for working life, in particular by reducing the number of young people not in education, employment or training (NEET) or at risk of becoming NEET. Other measures will support efforts to reduce the gender employment gap. It is expected that the programme will help over 217,000 participants into work and get 78,000 young people into work, education or training.
- Skills for Growth. Projects contributing to the development of a skilled and adaptable workforce and to increasing productivity will be supported. These projects will help people address their basic skills needs and develop the intermediate and higher level skills required by employers. As a result, an expected 140,000 participants will improve their basic skills and more than

300,000 participants will gain qualifications at level 2 or above. 12,600 SME and micro businesses will be supported in their business growth.

## **1.8 Cross-border cooperation**

### **Cooperation with European countries**

UK participation in the European Union funded programme [Erasmus+](#), the EU funding programme for education, training, youth and sport 2014-2020, is not covered in this description of youth policy. See the article on '[Cross-border learning mobility](#)' for further information about this.

The UK participates in the EU Working Party for Youth, which sits under the Education, Youth, Culture and Sport (EYCS) Council. The Working Party on Youth prepares items for decision by EU ministers for youth at each EYCS Council meeting. There is an EYCS Council meeting during each six-monthly EU presidency.

Via representatives in Brussels, the UK contributes to draft youth conclusions via The Working Party for Youth. These conclusions are then put to the Council for approval.

The Working Group for Youth and the EYCS Council operates under the EU's Open Method of Cooperation (OMC). Under the OMC, EU countries are evaluated by one another against a set of indexes, with the Commission's role being limited to surveillance (i.e. it has no legislative or formal powers of compulsion).

### **International cooperation**

The UK Government, as a signatory of the European Cultural Convention (ETS No. 18), participates in the European Steering Committee for Youth (CDEJ). The CDEJ supervises a programme of activities involving policy makers, youth researchers and youth work practitioners and focuses particularly on the development of youth policies in its member states.

Non-governmental organisations (NGOs) may apply to the European Youth Foundation (EYF). The EYF fund was established in 1972 by the Council of Europe to provide financial and educational support for European youth activities.

DfID /CSO Youth Working Group

The [Department for International Development \(DFID\) and CSO Youth Working Group](#) is a group of 11 organisations and a wider network of 30+ organisations concerned with youth involvement in international development. It was established in 2007, in partnership with DfID, to help put young people at the heart of the development, recognising their potential as partners and leaders in the process, as well as their specific needs as beneficiaries.

## **1.9 Current debates and reforms**

Most of the on-going debates relating to youth policy are around providing services – and meeting new and complex demands for services – in the light of diminishing funding. For example, *Delivering Different Young People* (2015), a joint initiative between the [Cabinet Office](#), the [Department for Communities and Local Government](#), the [Local Government Association](#) (LGA) and the [Society of Local Authority Chief Executives](#) (SOLACE), provided a small number of local authorities with funding to rethink how they provide services to young people and support positive outcomes. The funding includes professional support to review the available options and to share experiences with other authorities.

Details of one of the Government's policy priorities in relation to young people, increasing voluntary social action, are provided in the chapter on '[Voluntary Activities](#)'.

In November 2016, the Parliamentary Under Secretary of State for Civil Society [announced](#) that the Government is developing a new three year youth policy statement. The new strategy should 'provide a "clear narrative and vision" that covers the best

ways to help young people and demonstrate the positive changes that have come about since the responsibility of youth policy was moved to the [Department for Digital, Culture, Media and Sport](#).

## **2. Voluntary Activities**

Volunteering is a key focus of youth policy. The remit for volunteering lies with the Office for Civil Society at the Department for Digital, Culture, Media and Sport, which has specific responsibility for supporting youth policy and for social action and the National Citizen Service (see '[National programme for youth volunteering](#)'). As well as Government's role in major initiatives, the organisation of voluntary activities is characterised by a large degree of involvement of civil society or third sector, mainly voluntary or charitable, organisations.

The Government has continued to show support for youth voluntary activities in 2017. It passed the National Citizen Service Act 2017, which has put the National Citizen Service on a statutory footing. The Department for Digital, Culture, Media and Sport has provided more funding to the #iwill national social action campaign, which is targeting young people from less affluent backgrounds. It also conducted a review into young people's involvement in full-time social action, the barriers participants and providers face, and the ways in which participation can be increased. At the time of writing (October 2017), consultation responses were being analysed.

### **2.1 General context**

This description concentrates on those opportunities directly funded and promoted by central government. It does not attempt to cover all volunteering opportunities. [Do-it.org](#), the national volunteering database, provides details of over one million volunteering opportunities.

#### **Historical developments**

Volunteering has a rich history in England, traceable back to medieval times when there was a strong association between religion and ministrations to the poor and sick. In more recent times, and particularly over the last half century or so, successive governments have sought to bring volunteering into the ambit of government policy. The changing relationship between government and volunteering was summarised in an [article](#) published in *The Guardian* newspaper in June 2015:

In the 1960s volunteering was seen as a way of diverting youthful energy away from Mods-and-Rockers gang feuds. In the 1970s the emphasis was on professionalising volunteer effort as a reliable appendage to social services. The Thatcher administration of the 1980s saw volunteering very much through a lens of individual freedom, and as a practical response to mass unemployment and inner-city unrest, while the mood music of the 1990s under both Tory [Conservative] and Labour regimes was heavy on active citizenship.

#### **Previous initiatives**

Since the beginning of the new millennium, successive governments have introduced initiatives to promote and support voluntary activities for young people.

Between 1999 and 2007, the then Labour Government funded the Millennium Volunteers (MV) programme. MV was designed to promote sustained volunteering amongst young people aged 16-24, especially amongst those who had no previous experience of volunteering and were at risk of social exclusion. It was based on the following nine key principles:

- sustained personnel commitment
- community benefit

- voluntary participation
- inclusiveness
- ownership by young people
- variety
- partnership
- quality
- recognition.

MV certified participation by awarding a certificate after 100 hours of volunteering and an Award of Excellence and Personal Profile after 200 hours. The programme was based on a consultation paper, *Millennium Volunteers: Labour's Proposals for citizen's service* written in 1996.

In May 2004, still under a Labour Government, the Russell Commission was established by the then Home Secretary and the Chancellor of the Exchequer to develop a new national framework for youth action and engagement. The Commission hoped that within five years its framework would deliver the following benefits:

- young people will develop their skills and contribute in an active way to their local communities
- the capacity of communities and of volunteering organisations will be enhanced
- society at large will be more cohesive, and through skills development the UK's competitive advantage will increase.

One of the key recommendations from the Russell Commission was the establishment of a dedicated implementation body which would be youth-led and independent of government. This led to creation of 'v, the national Young Volunteer Service' (now known as [vInspired](#)). It commissioned, through a series of contracts, the delivery of the framework as recommended by the Russell Commission. Between 2006 and 2011, it operated a grant-funding arm and worked directly with young people. Since 2011 and the end of most of its government funding, vInspired has continued its work with young people, providing them with opportunities to volunteer, but it no longer plays a grant making role.

The [Youth Community Action Programme](#) (2010) was a government initiative designed to encourage all young people in England aged 14-19 to take part in activities that contribute to their communities as part of their learning and personal development. The then Labour government hoped that all young people would have the chance to participate in at least 50 hours of community action by the age of 19. v, the National Young Volunteers Service, worked with the then education department (the Department for Children, Schools and Families) to implement the programme. The programme was cancelled by the Coalition Government (2010-15), before its full implementation, in the context of adverse economic conditions.

## Main concepts

There is no single accepted UK definition for volunteering.

The Cabinet Office commissions the [Community Life Survey](#) to look at the latest trends in areas such as volunteering, charitable giving, local action and networks and well-being. The aim of the survey is to provide cost-effective data of value to government, external stakeholders and citizens. It uses the following definitions of volunteering:

- formal volunteering – giving unpaid help through groups, clubs or organisations
- informal volunteering – giving unpaid help as an individual to people who are not relatives
- employer supported volunteering - volunteering undertaken by employees that is enabled by employers / companies.

[Compact Voice](#), an organisations which aims to foster strong, effective, partnerships between public bodies and voluntary organisations, has a number of good practice

documents. Document number 31, which covers [volunteering](#), uses the following definition:

an activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than [or in addition to] close relatives.

The volunteering pages of the [National Council for Voluntary Organisations \(NCVO\)](#) website defines volunteering as

any activity that involves spending time, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives. Central to this definition is the fact that volunteering must be a choice freely made by each individual.

The 2010 Select Committee Report on [Services for Young People](#) describes some of the youth volunteering programmes introduced by successive governments (see the section above on 'historical developments' for details). Most of these programmes are driven by the objective to give young people an opportunity to volunteer in way which will benefit their community.

The policy of successive governments to encourage social cohesion, and the underlying principles of action by individual citizens in response to community-level needs, have shaped both the National Citizen Service (NCS), the youth volunteering programme, and #iwill, the national campaign for youth social action (see the article on '[Youth Volunteering at National Level](#)' for further details).

It is worth noting that the [National curriculum](#) in schools (which sets out programmes of study for subjects that must be taught to all pupils aged 5 to 16) explicitly supports these policies by specifically mentioning volunteering. One of the aims of the [programme of study for citizenship](#) for 11- to-16-year-olds is to foster student 'interest in, and commitment to, participation in volunteering, as well as other forms of responsible activity, that they will take with them into adulthood'(page 1).

## **2.2 Administration and governance of youth volunteering**

### **Governance**

Central government sets the policy direction for youth volunteering activities and may provide funding for relevant programmes to meet its policy objectives, such as the National Citizen Service; #iwill (the national campaign for youth social action); and the national volunteering database, [Do-it.org](#). These programmes are delivered by a wide range of youth and community organisations.

The [Department for Digital, Culture, Media and Sport](#) is responsible for out-of-school volunteering opportunities for young people, such as social action and the National Citizen Service. Prior to 2016, this responsibility sat with the Cabinet Office. Information about the organisations it works with to deliver these services is provided below.

**Note:** The information provided in this chapter does not attempt to be exhaustive. It concentrates on those organisations which deliver government funded services. There may be other organisations and charities which provide volunteering opportunities for young people.

### **National Citizen Service**

Day to day management of the National Citizen Service (NCS) is the responsibility of the NCS Trust, which, since the passing of the [National Citizen Service Act 2017](#), has had the status of royal charter body, allowing the government to provide it with grant-in-aid funding. NCS is delivered in 18 regions of England and Northern Ireland (see the equivalent Northern Ireland [article](#) for further details). A supply chain of over 300 youth and community organisations delivers the programme across the country, including charities, college consortia, [voluntary, community, social enterprises \(VCSE\)](#) and private sector partnerships. Each organisation is able to tailor their offer based on their own

expertise and resources to maximise the positive impact of the programme. Following a competitive tendering exercise, ten organisations (some run the NCS in more than one region) have been selected to run the NCS for 2015-18.

The NCS National Youth Board works with the NCS Trust to ensure that young people's views are fully acknowledged in NCS. The Youth Board consists of 21 NCS leaders from the previous year's cohort, supported by five alumni from the previous year's board. They represent every English region as well as Northern Ireland, and work with nineteen Regional Youth Boards across the country.

Note that in recent years, discussions about the future of the NCS have been ongoing, particularly around its possible [extension](#) as a 'rite of passage' for young people across the UK and its cost. Indeed, in 2015, an [evaluation](#) of the NCS was undertaken by Ipsos Mori, which examined its value for money and impact. Moreover, in 2017, two reports were published about the NCS:

- the National Audit Office published a [report](#) concluding that the NCS has something to offer young people but that it needed to demonstrate its value for money and be run at a more affordable cost to the taxpayer
- the Public Accounts Committee [report](#) concluded that in order for the NCS to become a 'sustainable investment in young people', the programme should increase participant take-up, reduce the cost of participation per head and demonstrate its long term impacts in order to justify its existence.

As a result, and in order to ensure that the NCS could remain in operation, the [National Citizen Service Act 2017](#) was passed in April 2017. The Act established a new NCS Trust by royal charter, revised the NCS' governance and management arrangements, making them more robust, and requires the NCT to publish a business plan at the start of each year, in tandem with an annual accounts and annual report. In addition to making the NCS' management and governance arrangements more transparent, the Act also supports the promotion of the NCS, allowing the Government to send each young person a letter on behalf of the NCS once they turn 16.

## **#iwill**

[#iwill](#) is the national campaign for youth social action. It is run by a Step Up to Serve, a charity set up following the [Campaign for Youth Social Action](#) and a 2012 Government commissioned review of youth social action.

## **Do-it.org**

The national volunteering database, [Do-it.org](#), provides details of over one million volunteering opportunities. It is supported by the Cabinet Office and raises funds from another of other supporters. It is run by the Do-it Trust, a charity.

## **Cross-sectoral cooperation**

Many volunteering programmes and activities involve charitable and other organisations working in the Third (voluntary) Sector. The framework for the relationship of these organisations with government is contained in the [Compact](#), the 2010 agreement between government and the voluntary and community sector (often referred to as Civil Society).

The Compact sets out a way of working that aims to ensure that the government works effectively in partnership with the voluntary and community sector to achieve common goals and outcomes for the benefit of communities and citizens in England. All government departments are signed up to the Compact.

## **2.3 National strategy on youth volunteering**

### **Existence of a National Strategy**

There is no national strategy for youth volunteering in England. Responsibility for promoting social action - in support of a more cohesive, more responsible and more engaged society - is part of the portfolio of the Under Secretary of State for Civil Society, a Minister in the [Department for Digital, Culture, Media and Sport](#) (DCMS).

Central government is therefore responsible for and funds a number of programmes which promote and provide opportunities for young people to volunteer. However, these programmes do not represent a national strategy for youth volunteering. They do not meet the EU Youth Wiki's definition of an overreaching public document: an action plan, or a set of official documents, integrating the major directions to be followed in the organisation of and policy making youth volunteering at national level.

Note, however, that in November 2016, the launch of a new Government youth policy statement was announced, which is likely to include the Government's approach to youth volunteering. Moreover, a Government review into young people's involvement in social action was launched at the end of 2016 and is expected to be finished by October 2017. For more information about both of these initiatives, please see the article entitled '[Current debates and reforms](#)'.

### **Scope and contents**

Not applicable

### **Responsible authority**

Not applicable

### **Revisions/ Updates**

Not applicable

## **2.4 Laws and regulations on youth volunteering**

### **Stand-alone law**

There is no stand-alone law on youth volunteering.

### **Other official documents containing guidelines on youth volunteering**

### **Compliance with charity legislation**

Most of the organisations providing volunteering opportunities for young people are charities. Charities must comply with duties placed on them by legislation. The key piece of legislation is the [Charities Act 2011](#), which came into effect on 14 March 2012. It sets out how all charities in England and Wales are registered and regulated, and replaces most of the [Charities Act 1992](#), [Charities Act 1993](#) and [Charities Act 2006](#) and all of the [Recreational Charities Act 1958](#). In particular, they must provide value for money and have a charitable purpose which must be for the public benefit. See the section on [financial accountability](#) in the article on funding for further details.

### **Safeguarding**

The organisations providing opportunities for youth volunteering must include safeguarding and safer recruitment in their governance and operational arrangements. This includes checking the suitability of those working with children and vulnerable adults. The [Disclosure and Barring Service](#) (DBS) helps employers make safer recruitment decisions and prevents unsuitable people from working with vulnerable groups, including children, through its criminal record checking and barring functions.

It is the trustees of an organisation who have primary responsibility or safeguarding within their charity. This duty is set out in statutory guidance which was updated in 2017, entitled [Working Together to safeguard children: a guide to interagency working to safeguard and promote the welfare of children](#). The 2013 Children England guidance, [Everyone's business: Safeguarding for trustees](#), sets out responsibilities for safeguarding and protecting children.

### Health and safety of volunteers

Organisations / employers using volunteers have a duty of care towards them. Assessing and managing risk is a key part of this duty. Particular duties are imposed by the [Health and Safety at Work Act 1974](#). The WCVA provides a [factsheet](#) on keeping volunteers safe.

### Equality legislation

All public bodies are bound by equality legislation which prohibit discrimination on the basis of age, disability; sex; gender reassignment; race; religious belief; political opinion; or sexual orientation.

Volunteers are not specifically mentioned in the [Equality Act 2010](#); however, the Equality and Human Rights Commission published [advice](#) in 2016 on the legal status of volunteers.

### Regulations on standards of quality

There are no regulations on standards of quality in youth volunteering programmes. Quality standards are, however, built into contracts with delivery organisations. In addition, organisations in receipt of government funding are expected to provide value for money. The National Audit Office uses three criteria to assess value for money:

- economy: minimising the cost of resources used or required (inputs), that is, spending less
- efficiency: the relationship between the output from goods or services and the resources to produce them, that is, spending well
- effectiveness: the relationship between the intended and actual results of public spending (outcomes), that is, spending wisely.

The National Audit Office ([NAO](#)), whose legal basis is set down in the [Budget Responsibility and National Audit Act 2011](#), scrutinises public spending on behalf of Parliament. Independent of government, it audits the accounts of all central government departments and agencies, as well as a wide range of other public bodies. The NAO reports to Parliament on the economy, efficiency and effectiveness with which these bodies have used public money. For example, the 2017 NAO [review of the National Citizen Service](#) examined how the NCS represents value for money, including examining its performance, aims and targets and management..

### Target groups

Current official policy documents do not specify a target group for youth voluntary activities.

The [National Citizen Service](#) is open to young people 15 to 17 years. It is aimed at young people from all social, cultural and religious backgrounds so that it can create a balanced social mix of young people. Government funding aims to ensure that cost is not a barrier to participation. Young people with additional needs are also supported so that they can participate in the programme.

The [#iwill](#) campaign is aimed all 10 to 20 year olds whatever their social background.

Central government has also made specific funds available to address young people in deprived communities and hard to reach groups. Under the second round of the [Uniformed Youth Social Action fund](#) in 2015, funding was awarded to:

- establish a Voluntary Police Cadet unit in a young offenders' institution

- provide transport to children in isolated rural communities to attend Boys' Brigade meetings
- pilot new approaches to encouraging young people with a range of physical and/or learning disabilities to become Scouts.

## **2.5 Youth volunteering at national level**

### **National Programme for Youth Volunteering**

There are two programmes, the National Citizen Service and the National campaign for youth social action, which can be considered to meet the definition of a national programme for youth volunteering: they are general, national-wide programmes which are organised, monitored and funded by the state.

#### **National Citizen Service**

The National Citizens Service is the national programme for youth volunteering. It is a government-backed initiative that brings together young people aged 15 to 17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility with a view to creating a more cohesive, responsible and engaged society. It is managed by the NCS Trust, a royal charter body, following the passing of the [National Citizen Service Act 2017](#) in April 2017. In addition to establishing a new NCS Trust by royal charter, the Act revised the NCS' governance and management arrangements, making them more robust, and requires the NCT to publish a business plan at the start of each year, in tandem with an annual accounts and annual report. The Act also supports the promotion of the NCS, allowing the Government to send each young person a letter on behalf of the NCS once they turn 16.

The NCS is delivered in 18 regions. Following a competitive tendering process, 10 organisations (some run the NCS in more than one region) have been selected to run the NCS for 2015-18. A supply train of over 300 organisations deliver the programme across the country. They are youth and community organisations including charities, college consortia, voluntary, community, social enterprises (VCSE) and private sector partnerships.

NCS takes place over the school holidays in summer, autumn and spring. The shape of the programme changes slightly depending on the time of year. Participants are placed in groups of 12 to 15 young people from different backgrounds. The programme is organised into a number of phases:

- adventure – young people spend a week taking part in outward bound activities
- skills – young people spend a week away from home (summer holidays only) learning to be self-sufficient, develop new skills and learn about the needs of their local community
- social action – the group decides on and implements a social action programme (30 hours of volunteering) which will make a mark on their local community.

Participants pay a maximum of £50 for a place. Bursaries are available for those unable to meet the cost and support is provided for students with additional needs.

Further details are available from the [NCS Trust website](#).

According to an evaluation of the NCS from the National Audit Office (2017), in 2016, 93 000 young people participated in the programme, amounting to 12% of those eligible for participation that year. Since 2011, when the NCS was first piloted, 300 000 young people have participated in it.

In 2015, the Cabinet Office published the numbers of [NCS participants by local authority region from 2011 to Spring 2015](#).

Until 2017, the Cabinet Office provided funding for the National Citizen Service (NCS). European Social Funds (ESF) were also used to support the NCS. alongside contributions

from programme participants, who pay £50 each. After the passing of the [National Citizen Service Act 2017](#), which made the NCS Trust a Royal Charter Body, the Government has been able to provide grant-in-aid funding to the NCS within a strengthened system of accountability.

In the November 2015 spending review and autumn statement<sup>44</sup>, the Chancellor of the Exchequer announced an expansion in the number of places on the NCS<sup>43</sup>. The Government will expand NCS to serve 360,000 participants a year in 2020, at an estimated cost of £1.26bn over the course of the Parliament (ending in 2020). The [budget](#) shows the following funding, in £ billions:

	£ billion
2015-16	0.1
2016-17	0.2
2017-18	0.2
2018-19	0.3
2019-20	0.4

The [Ipsos MORI value for money analysis](#) of the NCS programme shows that in 2014 NCS was estimated to have delivered social benefit valued at between £4.4m and £18.3m at a cost of £5.9m, giving a benefit to cost ratio of between £0.75 and £3.11.

### National campaign for youth social action

[#iwill](#) is the national campaign youth social action. It is supported by HRH The Prince of Wales and aims to make social action part of life for as many 10 to 20-year-olds as possible by the year 2020.

It is coordinated by the charity [Step Up to Serve](#). The [Campaign for Youth Social Action](#) was initiated following the 2013 [review](#) into youth social action. The Prime Minister commissioned an independent review into creating a Decade of Social Action for 10 to 20 year olds.

Through collaboration and partnership, it is 'spreading the word' about the benefit of youth social action, working to embed it in young people's transition to adulthood and creating fresh opportunities for the participation. #iwill asks for pledges of support from education providers, employers and business leaders, the voluntary sector and public bodies in this work. Details of this are set out in its pledge [guidance document](#).

The Cabinet Office has commissioned research to track the progress of the #iwill and to provide evidence on the enablers and barriers to taking part in social action. Further details are provided in the section on '[Characteristics of Youth Volunteering](#)'.

Step Up To Serve is funded through a blend of businesses, philanthropists, trusts and foundations and Central Government. Currently, its core funding comes from:

- [Cabinet Office](#)
- [The Prince of Wales' Charitable Foundation](#)
- [Pears Foundation](#)
- [The Eranda Foundation](#)
- [Zing](#)

The campaign also receives support from 15 Business Pioneers who either contribute financially or in-kind.

As part of its pledge to support the #iwill campaign, in July 2015, the Government created two funds (the Youth Social Action Fund and the Uniformed Youth Social Action fund).

## Youth Social Action Fund

The £1 million [Youth Social Action Fund](#) aimed to encourage youth participation in social action. It was match-funded by the [Pears Foundation](#) and [UK Community Foundations \(UKCF\)](#). It was split into 2 separate funds:

- a national level, £1.26 million fund, jointly run with Pears Foundation to work with young people in more deprived or rural areas
- a local level, £510,000 fund run and matched by UK Communities Foundations (UKCF), to work with young people in Norfolk, Suffolk and Cambridgeshire through these counties' community foundations.

The funds addressed lower rates of participation in meaningful social action in the East of England and provided extra funding for young people in more deprived or rural areas. The fund responded to some of the issues identified by the Cabinet Office and Step to Serve commissioned [Ipsos Mori Youth Social Action Survey](#) of 2014.

## Uniformed Youth Social Action fund

The Uniformed Youth Social Action Fund, launched in 2014 and funded by Libor funds (paid by banks following improper actions in the financial markets), aimed to get more young people involved in social action through uniformed groups. The fund was split into two, although both Funds 1 and 2 had the same aim of encouraging young people in disadvantaged areas or hard to reach communities to get involved in social action by joining a uniformed youth group in the UK. Fund 1 aimed to increase the number of social action opportunities available to young people through uniformed youth groups, whilst Fund 2 encouraged uniformed youth groups to pilot innovative approaches to reaching young people in deprived communities and hard to reach groups.

The fund is administered by the [Youth United Foundation](#).

In 2016, the Department for Digital, Culture, Media and Sport commissioned [evaluations](#) of the Uniformed Youth Social Action Funds 1 and 2 by Ipsos Mori. Key findings from these evaluations include that adults benefitting from the social action carried out by uniformed youth groups typically reported that the activities they experienced were very worthwhile (Fund 1); and that the pilots were, on the whole, successful in engaging children and young people who might be considered hardest to reach.

## Youth Investment Fund

In 2016, the Prime Minister announced £80million worth of funding for a new [Youth Investment Fund](#), which was open to projects targeting disadvantaged communities. £20 million worth of Government funding was also announced for investment in the #iwill campaign by 2020, alongside an additional £20 million from the Big Lottery Fund. This funding is being used by Step up to Serve for the #iwill Fund, which will support projects which encourage young people to develop a habit of volunteering and community engagement.

## Funding

See the individual programmes above for details of how they are funded.

## Characteristics of youth volunteering

The Cabinet commissions Ipsos MORI to carry out the annual Youth Social Action survey to measure the proportion of 10-20 year olds taking part in social action across the UK.

Results of the [2016 survey](#) show that participation in meaningful social action is unchanged since 2015, with 42 per cent of young people aged 10 to 20 having participated in meaningful social action. Rates of participation in specific types of social action in 2016 are as follows:

- Fundraising / sponsored event - 43 per cent

- Gave time to charity / cause - 31 per cent
- Supported people - 27 per cent
- Tutored, coached, mentored someone – 20 per cent
- Helped improve local areas – 15 per cent
- Campaigned for something - 11 per cent.

Generally, targets for young people's or particular groups of young people's participation are not set. Where they are, for the National Citizens Service, they described within the programme information above.

### Support to young volunteers

The government is keen to reduce barriers to participation in the National Citizen Service (NCS) and therefore provides bursaries for those unable to meet the cost. Other than this there are top-level policy support measures for young volunteers.

Young volunteers are not entitled to any special social security provisions. Benefits may still be payable while volunteering, for example where the only form of payment received by the individual is in the form of travel expenses. More detail on volunteers' entitlements is available from the [gov.uk website](https://www.gov.uk).

### Quality Assurance (QA)

Systems for the evaluation of youth volunteering projects are generally included within programme.

The National Citizen Service Trust and other programme providers place a great deal of emphasis on evaluating the impact of the programme. All young people who take part in the NCS programme complete detailed questionnaires before and after the programme. These results are compared to a control group of similar young people, so it can be checked that programme is making an impact.

Moreover, since 2017, following the passing of the [National Citizen Service Act 2017](#), the National Citizen Trust has been required to publish a business plan at the start of each year, in tandem with an annual accounts and annual report.

In 2014 and 2015 Ipsos MORI was commissioned by the Cabinet Office and Step Up To Serve to measure the proportion of 10-20 year olds taking part in social action across the UK. Details of the findings of this review are provided above (see [characteristics of youth volunteering](#)).

## **2.6 Cross-border mobility programmes**

### **EU programmes**

Young people in the United Kingdom can experience international volunteering through the European Voluntary Service (EVS), which is part of [Erasmus+](#), the EU programme for education, training, youth and sport 2014-2020. EVS gives young people (aged 17-30) the opportunity to volunteer in another country for a specified period, normally between 2 and 12 months. Young volunteers are given the opportunity to contribute to the daily work of organisations and bring community benefit, whilst developing their own skills. Volunteer placements are typically in health and social care, environmental conservation and culture and sport. Erasmus+ funding covers travel and accommodation, food and medical insurance. Volunteers also receive a small monthly allowance, to help with day-to-day expenses.

The Erasmus+ [UK National Agency](#), a partnership between the British Council and Ecorys UK, administers EVS on behalf of the [Department for Business, Energy and Industrial Strategy](#) (BEIS – the Erasmus+ UK National Authority). Administration of EVS includes monitoring and reporting participant numbers, including the proportion of volunteers identified as having Fewer Opportunities or Special Needs. To send and host volunteers,

organisations must have EVS accreditation, confirming they will meet the standards set out in the EVS charter. The UK National Agency is responsible for the administration of this process, as well as for assessing individual project applications. Organisations can apply for EVS accreditation at any time. The [European Youth Portal](#) hosts a database of all EVS accredited organisations, alongside a database of EVS volunteering opportunities.

As of 3 August 2017, the UK has 213 accredited receiving organisations and 89 accredited sending organisations. Interest from UK organisations has risen in recent years.

### Other Programmes

Other international volunteering opportunities for young people from the UK are available through the [British Council](#) (the non-departmental public body, which is the UK's international organisation for cultural relations and educational opportunities). These are listed on the British Council portal, [Study, Work, Create](#) and include:

- [Generation UK-India teaching assistantships](#)
- [Thailand England Teaching Programme](#).

[Voluntary Service Overseas \(VSO\)](#) leads the consortium of respected development organisations which delivers the International Citizen Service (ICS). ICS provides opportunities for 18- to 25-year-olds to volunteer on a development project in Africa, Asia or Latin America. ICS has four key focus areas: health; livelihoods; education; and participation. Participants contribute to the costs of their placement by raising a minimum amount of funds. Having completed the overseas placement, volunteers are expected to make an impact in their local community, through an Action at Home project. This is a self-directed project aimed at supporting positive social change, and may involve awareness-raising and campaigning on an issue that has emerged from the overseas placement, or around an issue that is important in the volunteer's home community. It should raise the profile of development activities, inspire others to take positive action and create links between people in the UK and developing countries. It is funded by the [Department for International Development](#).

Other organisations in the UK, for example [Volunteer Action for Peace \(VAP\)](#), facilitate overseas volunteering by young people. Note that the opportunities available through such organisations do not always have a youth focus.

### Legal framework applying to foreign volunteers

Young people coming from other EU/EEA countries to take up a volunteering placement in the UK do not need a visa. All non-EEA/EU volunteers coming must have a visa under Tier 5, Temporary Worker, Government Authorised Exchange under the UK Visas and Immigration points-based system, before they can take up their placement.

Tier 5 (Temporary Worker) applicants must have a sponsor before they can apply for a visa. The British Council and Ecorys, as organisations providing the Erasmus+ UK National Agency are licensed Category A sponsors. This means that the British Council and Ecorys can assign a Certificate of Sponsorship (CoS) to an EVS volunteer or other participant in an approved Erasmus+ project. Individual applicants for UK visas must have received their CoS before applying for their Tier 5 visa.

Further information is available from the [UK National Agency website](#).

If volunteers will be working with young people under 18 or with vulnerable adults, they will have to provide references and complete further checks through [Disclosure and Barring Service \(DBS\)](#) to ensure that they are suitable to work with such groups.

## **2.7 Raising awareness about youth volunteering opportunities**

### **Information providers**

All the providers of youth volunteering opportunities use a wide variety of social media platforms to market their programmes. They use the methods which will most appeal to young people.

The National Citizen Service providers make presentations in schools and colleges in order to promote the programme to young people directly.

### **Key initiatives**

The national volunteering database, [Do-it.org](http://Do-it.org), provides details of over one million volunteering opportunities. The Do-it Trust receives funding from the Cabinet Office and also raises funds from other supporters.

[vInspired](http://vInspired), previously the national 'Young Volunteer Service', is a volunteering charity for 14- to 25-year-olds. It can help young people to:

- find volunteering opportunities for causes and charities that interest them
- set up their own voluntary project
- translate their volunteering hours into job skills.

Originally funded by central government, vInspired now raises its own funds.

## **2.8 Skills recognition**

### **Policy Framework**

The policy statements which discuss opportunities for youth volunteering and are described in the articles on the administration and governance of youth volunteering, the national strategy on youth volunteering and youth volunteering at national level, mention the benefits to young people in terms of developing personal skills, while gaining transferable skills and experience which help them in their further studies or transition to employment. However, the Government does not provide criteria or mechanisms for formal recognition of volunteering.

### **Existing arrangements**

Participation in the National Citizen Service (NCS) results in certification. It is also encouraged by UCAS, the University and College Application Service, and helps young people frame their skills and experiences for interviews and university applications.

Some UK organisations involved in delivering the National Citizen Services have enabled NCS participants to document their learning using the EU's [Europass](http://Europass) framework.

Some individual programmes may also have the benefit of providing participants with a certificate. For example, young people in Hedon and across South Holderness who participate in NCS are also offered the chance to complete the ASDAN community volunteering qualification.

All EVS accredited organisations are expected to support individual volunteers to gain accreditation under the EU's [Youthpass](http://Youthpass) framework at the end of their placement.

There do not appear to be any arrangements to use the ECTS and ECVET systems to validate learning during voluntary activities.

## **2.9 Current debates and reforms**

All volunteering organisations in the UK face common challenges of how to engage significantly higher numbers of young people. Under the National Citizen Service, for example available places outnumbered confirmed participants in both 2013 and 2014. The Step up to Service campaign was launched in 2013 with a target of voluntary social

action by 50 per cent of all 10- to-20-year-olds in the UK by 2020. Subsequent [research](#) has shown the current level of involvement to be no more than 30%.

There are many different factors influencing this situation; it is not clear which are dominant. It is generally agreed that equal consideration must be given to improving young people's access to clear and relevant information, on the one hand, and improving the professional capacity of organisations to provide enjoyable, safe and rewarding opportunities on the other.

#### National Citizen Service Bill

In October 2016, the NCS Bill was [introduced](#) to Parliament. It aims to secure the future of the NCS and make the NCS Trust more accountable to Parliament and the public. A new body, established by Royal Charter, would have to

- prepare a business plan and report on its performance to the Secretary of State
- be audited by the [National Audit Office](#)
- be covered by the [Freedom of Information Act](#).

The bill also makes provision to better promote the scheme. For example, HMRC will send out promotional material to young people and their parents and carers.

The National Council for Voluntary Organisations has published a [blog](#) and the Guardian newspaper an [article](#) discussing the implications of the Bill and summarising some of the discussion around how NCS is working.

## **3. Employment & Entrepreneurship**

The UK is a large, open and competitive economy with low levels of regulation in its product and labour markets. There is no specific regulation of the youth labour market, nor any specific arrangements for the governance of youth employment. Specific employment programmes for young people do exist, however, and these are among the topics covered in this chapter.

In 2017, there was an expansion of the 'opportunity areas' scheme first announced in 2016. Opportunity areas are those identified as having very low social mobility. Under the scheme, local partnerships are formed between early years providers, schools, colleges, universities, businesses, charities and local authorities. The aim of each opportunity area is to build young people's knowledge and skills and to provide the best advice and opportunities for their development from the early years until entering work, in collaboration with business organisations.

### **3.1 General context**

On this page

#### **Labour market situation in England**

The UK is a large, open and competitive economy with low levels of regulation in its product and labour markets. The 2016 European Commission [UK Country Specific Report](#) states that economic growth has been strong in recent years as the UK has emerged from recession. Labour market conditions have generally been positive, with high levels of economic activity coinciding with low levels of inflation. As a result, the number of people in employment has increased rapidly, while price and wage pressures have been subdued.

A certain amount of market and economic volatility has occurred following the referendum of 23 June 2016, in which the UK voted to leave the European Union.

Gross Value Added (GVA) is a measure of the increase in the value of the economy due to the production of goods and services. [Data](#) from the Office for National Statistics

(ONS) shows that in December 2015, the UK per head GVA figure was £24,616. Of the four UK countries, only England had a higher GVA per head value than this average at £25,367. Wales had the lowest GVA per head at £17,573. The largest growth in GVA per head between 2013 and 2014 was in Scotland at 4.2 per cent, while the lowest growth was in Northern Ireland at 1.9 per cent.

[Social Trends 41](#), published in 2011 as part of a series of data sets which used to be published regularly by the Office for National Statistics, describes the changes to the UK labour market over the past few decades as follows:

- the size of the labour force has grown as the population has increased
- the proportion of women in the labour market has increased
- the manufacturing sector has reduced in size.

Prior to 2008, the UK had been making good progress in closing the gap in labour productivity in comparison with other advanced economies (most notably the United States and several other northern European countries). A [UKCES report](#) analysing the UK labour market following the 2008 recession shows that the UK's progress was brought to a halt, and indeed was reversed: productivity declined slightly, whilst productivity in other nations continued to increase.

[Data](#) published by the Office for National Statistics in 2016 shows that amongst UK city regions, London and Aberdeen had the highest labour productivity (gross value added per hour worked) at 30 per cent and 17 per cent above the UK average respectively in 2014. Bristol's productivity was also above the UK average. Productivity rates for city regions in the North and Midlands of England were between 9-14 per cent below the UK average.

The UK recognises that it has a skills shortages in some important industries, acting as an obstacle to people accessing employment. The 2015 [UK Employer Skills Survey](#) (published in 2016 by UKCES) shows that England, Scotland and Wales each saw the same increase in the proportion of establishments with skill-shortage vacancies: from four per cent in 2013 to six per cent in 2015. However, the density of skill-shortage vacancies largely remained at a similar level to 2013 in England and Scotland. There is a lack of expertise in the IT, oil and gas, and energy and construction sectors, as evidenced in the chosen specialisms for the new national colleges (see the section on [Skills Development](#)).

### Labour market regulation

The UK has a lightly regulated labour market. In line with the [Equality Act 2010](#), there are protections against discrimination in Great Britain (England, Wales and Scotland) on the grounds of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The [Equality and Human Rights Commission](#) has published [guidance](#) on this for employers.

Health and safety regulation is well established and comprehensive. Working time is controlled and flexible working promoted.

### National Minimum Wage

There is a national minimum wage (NMW) and a national living wage (NLW) in the UK. The minimum national wages for under-25s are set out in the table below:

National minimum wage for:			
Under 18	18-20	21-24	Apprentices
£4.05	£5.60	£7.05	£3.50

Source: [National Minimum Wage and National Living Wage rates](#), 2017, GOV.UK.

The National Living Wage, which stipulates a higher wage for older workers, was introduced in April 2016.

The [Low Pay Commission Report Spring 2016](#) outlines the reason for these two wages: the age structure seeks to help manage employment risks, given that younger workers have lower pay on average than older workers and face tougher labour market conditions. This means that if employers were to maintain a generally higher level of wages for all ages, there might be fewer opportunities for younger workers.

## Pensions

All employees over 22 years of age are auto-enrolled into a [designated pension scheme](#).

## Youth and the labour market

There is no specific regulation of the youth labour market.

The UKCES report on young people, entitled [Catch 16-22](#) and published in 2015, states that persistently high youth unemployment is a long term, structural element of the UK economy. As noted by the Office for National Statistics, the [unemployment rate](#) for those aged 16 to 24 years has, however, improved from 22.5 per cent in late 2011 (during the recession) to 12.5 per cent between March and May 2017. Policy has focused on maintaining engagement with young people who are at risk of being not in education, employment or training (NEET). For more information about such policy measures, see the article on '[Integration of Young People in the Labour Market](#)'.

[Catch 16-22](#) also outlines the key issues for young people in accessing work:

- they find it difficult to get work without experience and difficult to obtain experience without work
- access to opportunities for work placements and related activities is limited by geographical location (the so-called 'postcode lottery') - these are more readily available in areas with higher economic performance
- young people are most likely to be recruited into low wage, low skilled jobs where the pathways for promotion, and for further learning and development, are unclear.

## Main concepts

The [Office for National Statistics](#) has developed a framework for labour market statistics which describes the major concepts (earnings, employment, hours of work, labour disputes, economic inactivity, redundancies, claimant counts, unemployment, job and vacancies) that exist within the UK labour market and their relationship to each other. Details are available in the [Guide to Labour Market Statistics](#).

## 3.2 Administration and Governance

### Governance

#### Governance of youth employment

There are no specific arrangements for the governance of youth employment. Conditions are set by general employment legislation and the health of the labour market. However, specific employment programmes for young people do exist.

Youth policy is one of the responsibilities of the Minister for Civil Society. Previously, this Minister was part of the [Cabinet Office](#), but the position moved to the [Department for Digital, Culture, Media and Sport](#) (DCMS) following machinery of government changes announced in summer 2016.

The [Department for Work and Pensions](#) (DWP) is responsible for welfare, pensions and child maintenance policy. It administers the state pension and a range of working age, disability and ill health benefits, including those for young people.

DWP supports all those who are out-of-work, including young people, through the employment and social security network, Jobcentre Plus and through the online job

search tool, [Universal Jobmatch](#). Jobcentre Plus helps the unemployed of all ages prepare for, find and stay in work by providing:

- training, guidance and work placement programmes
- work experience, volunteering and job trialling schemes
- help with starting a business (see the article on '[Start-up funding for entrepreneurs](#)').

See the article on '[Integration of Young People in the Labour Market](#)' for further information.

The [Department for Education](#) (DfE) is responsible for education, children's services, higher and further education policy, apprenticeships and wider skills, and equalities. The portfolio for the Minister of State for Apprenticeship and Skills includes careers education and guidance in schools, as well as apprenticeships.

[HM Treasury](#) is the government's economic and finance ministry. Since its objectives include increasing employment and productivity and ensuring strong growth and competitiveness across all regions of the UK by means of structural reforms, the Treasury makes a significant contribution to policies covered by this chapter.

### **Local skills provision**

Local Enterprise Partnerships (LEPs) are non-statutory partnerships between the public sector (local authorities) and the private sector (businesses). The 39 LEPs work with the further and higher education sector to agree local skills priorities and how they can best be delivered.

### **Cross-sectorial cooperation**

There is no specific mechanism for cooperation on matters of youth employment and entrepreneurship policy. General mechanisms which may be used include Cabinet committees and sub-committees, task forces and inquiries.

## **3.3 Skills Forecasting**

### **Forecasting system(s)**

The UKCES [Working Futures](#) report series, published in 2016 before UKCES closed in 2017 (see below), presents official labour market projections for the UK from 2014 to 2024. The series projects the future size and shape of the labour market by considering employment prospects by industry, occupation, qualification level, gender and employment status. The Working Futures model focuses on sectoral and occupational employment structures, qualifications, and general workforce trends (including replacement demand). The approach exploited existing official data, including the [Labour Force Survey](#) (LFS). The full methodology used is set out in the 2016 [Technical Report](#).

A suite of data workbooks complement the Working Futures reports. Each workbook contains analysis of projected employment and replacement demand by occupation and qualification level. [Workbooks](#) are available at varying levels of sectoral detail for the UK.

The [Employer Skills Survey](#) (ESS) and [Employer Perspective Survey](#) (EPS) also contribute to the UK's labour marketing forecasting. Both are biennial surveys, carried out in alternate years. The ESS provides insight into the skills issues employers face and the action they are taking to address them. The EPS provides data on the views and actions of 18,000 employers across the UK as they make decisions about how to engage with training providers, schools, colleges and individuals in the wider skills system, to get the skills they need.

Working Futures, the Employer Skills Survey and Employer Perspectives were produced by the [UK Commission for Employment and Skills](#) (UKCES). Management of the Employer Skills Survey and the Employer Perspectives Survey moved to the UK Government's [Department for Education](#) when UKCES closed in early 2017.

There is some debate on whether this forecasting system is effective. According to a [report](#) from the Institute for Public Policy Research (IPPR), skills forecasting in England relies on market signals to generate a supply of young skilled workers. The report suggests that this system is vulnerable to the possibility of inaccurate market information and labour market mismatch, especially in niche and emerging sectors.

## Skills development

Following the general election held in May 2015, a majority Conservative Government took office. The new Government has focused on [improving productivity and growth](#), and emphasised the need to develop a highly skilled workforce as central to the goals of education reform.

Until the summer of 2016, skills policy was a joint responsibility between the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE). Following machinery of government changes in July 2016, responsibility has moved wholly to the Department for Education (and BIS was replaced by the Department for Business, Energy and Industrial Strategy, or BEIS). However, the BIS single development plan: 2015 to 2020, which has a focus on apprenticeships, remains a key policy document until the BEIS single departmental plan is published (this is currently being developed). Activities outlined in the plan to develop skills include:

- supporting the delivery of 3 million apprenticeship starts in England by 2020
- introducing a levy on large UK employers to increase the number of apprenticeship starts
- establishing a new Institute for Apprenticeships
- increasing the proportion of apprenticeship starts by black and minority ethnic communities by 20 per cent by 2020
- stepping up efforts to recruit more apprentices into the tourism industry
- trebling the number of apprenticeships in food, farming and agri-tech
- increasing the number of degree apprenticeships
- continuing to increase numbers of high quality apprenticeships that combine a real paid job with training
- publishing more earnings and destination data for further education courses, and require more accreditation of courses by employers
- continuing to replace lower-level, classroom-based further education courses with quality apprenticeships that combine training with work and a wage
- expanding traineeships programme
- introducing a simplified and localised funding system for adult education
- restructuring the further education provider base.

Many of these measures are described within this chapter.

A new network of [National Colleges](#), providing high level technical skills, has been established. They ensure the UK has skilled people in industries crucial to economic growth – high speed rail, nuclear, onshore oil and gas, digital skills and the creative industries. The first Colleges opened in October 2016, with the network fully operational by September 2017.

## Post-16 Skills Plan

The July 2016 [Post-16 Skills Plan](#), published by the then Department for Business, Innovation and Skills (now Department for Business, Energy and Industrial Strategy) and the Department for Education based on the recommendations of the [Sainsbury Review](#), sets a framework to support young people and adults, enabling them to access sustained, skilled employment and meeting the needs of the UK's growing and rapidly changing economy.

The plan establishes a common framework of 15 routes across all technical education, which will group occupations together to reflect where there are shared training requirements. The proposed routes are:

- agriculture, environmental and animal care
- business and administration
- catering and hospitality
- childcare and education
- construction
- creative and design
- digital
- engineering and manufacturing
- hair and beauty
- health and science
- legal, finance and accounting
- protective services
- sales, marketing and procurement
- social care
- transport and logistics.

Only high-quality technical qualifications which match employer-set standards will be approved. The new, employer-led Institute for Apprenticeships, opened in 2017 (see the article on '[Traineeships and Apprenticeships](#)') regulates quality across apprenticeships, with its remit eventually expanding to cover all technical education. All 15 routes will begin with high-quality, two-year, college-based programmes, aligned to apprenticeships.

### **3.4 Career Guidance and Counselling**

#### **Career guidance and counselling services**

##### **National Careers Service**

The [National Careers Service](#) provides free information, advice and guidance to help people make decisions about learning, training and work opportunities, including apprenticeships. It offers confidential and impartial advice, supported by qualified careers advisors. Whilst young people aged 13 to 18 have access to the National Contact Centre or the NCS website, individuals who are 19 years and over can access the service via all of its delivery channels. Local branches of the NCS work with employers, schools, colleges, charities and social enterprises to raise the aspirations of young people and provide them with the knowledge and awareness they need in order to pursue new opportunities and succeed in their chosen careers. Each branch does this by bridging the gap between the worlds of education and work and encourages young people to develop a more positive outlook, alongside the motivation and resilience to succeed.

The 2017/18 [Skills funding letter](#) (which sets the funding priorities and available budget for the sector) states that its offer should focus on the following:

- participation in apprenticeship training for all ages
- participation in adult further education
- support for individuals to undertake learning at Levels 3 to 6 through advanced learner loans.

The [Education and Skills Funding Agency](#) is responsible for the commissioning, contracting and performance of the National Careers Service. In addition to the telephone channel, face-to-face advice is delivered through eleven prime contractors in 12 geographical areas.

##### **Careers guidance and counselling in schools and colleges**

In line with the [Education Act 2011](#), all schools and colleges have a duty to provide pupils in Years 8-13 (ages 12-18) with access to independent careers advice. Although it is up to individual schools and colleges to decide how careers guidance should be delivered, it must:

- be impartial and independent
- provide students with information on all post-16 education and training options, including apprenticeships
- provide each student with guidance which is in his/her best interest.

In addition, in Year 8 (ages 12/13), careers guidance should include information about the options available at age 14 such as [university technical colleges](#), [further education colleges](#), [sixth-form colleges](#) and [studio schools](#). For those over full-time compulsory school age, information should include higher education and employment options post-18, including apprenticeships. These options are described in full in the chapter on [secondary education](#) in the Eurydice Network's descriptions of [national education systems](#).

Provision can include web-based and telephone services and/or face-to-face guidance from a specialist provider.

To support schools, the Department for Education (DfE) has issued statutory guidance [Careers Guidance and Inspiration in Schools](#) (2017).

The [Careers & Enterprise Company](#) is an employer-led organisation which supports careers education in schools and colleges and helps young people prepare for the world of work and. It has three main areas of work:

- discovering what help is needed and where
- offering information about the world of work to schools – increasing employer engagement with young people, enabling them to meet, speak to and understand employers of all sizes
- investing in locations that need support – filling gaps in the provision of careers and enterprise activities across the country.

### Higher education

While higher education institutions (HEIs) are under no statutory obligation to provide careers information and advice, it is recognised as an important aspect of their overall provision for students. Indeed, the [UK Quality Code for Higher Education](#) sets an expectation, as outlined in Indicator 6 of [Chapter 4B: Enabling student development and achievement](#), that higher education providers must:

*have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.*

All HEI's have their own careers service staffed by professionals who are trained in this area. The [Association of Graduate Careers Advisory Services](#) (AGCAS) is the professional association for HE careers practitioners.

In many cases, students can still access their university careers service for several years after graduation. Some universities allow lifelong access.

### Funding

Funding for the National Careers Service is provided by the [Education and Skills Funding Agency](#) on behalf of the Department for Education. The document '[National Careers Service Area-based contracts funding rules](#)' set out the funding rules for area based contracts and form part of the terms and conditions between the Skills Funding Agency (the predecessor to the Education and Skills Funding Agency) and providers.

Schools, colleges and universities are individually responsible for funding the services they offer.

## Quality assurance

### Schools and colleges

Careers education and guidance provided by schools and colleges is examined as part of the school inspection process, carried out by [Ofsted](#). Details are set out in Ofsted's [Common inspection framework](#) document and the [Further education and skills inspection handbook](#).

The emphasis placed on careers guidance in the school inspection process has increased since September 2013. Since then, judgments on leadership and management have taken into account how well schools deliver careers advice and guidance to all pupils.

Data is collected on the education or employment destinations of students aged 14- to 16 and 16- to 18 years. It provides clear and comparable information on the success of schools and colleges in helping all of their students undertake qualifications that offer them the best opportunity to continue in education or training. [Performance measures](#) are increasingly being seen as a key tool in assessing how well schools and colleges prepare their pupils to make a successful transition into the next stage of education, training, or employment.

Destination data of students in Key Stage 4 (14 to 16 years) and Key Stage 5 (16 to 18 years) is regularly published in a [statistical release](#) from the Department for Education. These are also included in headline figures of school performance measures.

### Higher education

The Quality Assurance Agency for Higher Education (QAA) carries out reviews to check whether higher education providers are meeting the expectations set out in [Chapter 4B: Enabling student development and achievement](#) of the [UK Quality Code for Higher Education](#). As noted above, the indicator most relevant to career guidance and counselling services is Indicator 6:

Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.

This indicator is supported by examples of how it may be interpreted in practice, grouped under the following headings:

- developing academic skills
- developing employability skills
- facilitating career management.

Since the autumn of 2012, universities have had to supply information on the destinations and salaries of their recent graduates as part of the [Unistats data set](#) collection. This information allows prospective students to compare institutions by employability rates of graduates. Data on the employment of graduates is also included in the annual survey of [Destination of Leavers from Higher Education](#) (HESA, 2017).

## 3.5 Traineeships and Apprenticeships

Whilst apprenticeships combine practical on-the-job training with study, traineeships combine work experience with work preparation training and English and mathematics provision for people who need more support before progressing in to an apprenticeship or other employment.

### Official guidelines on traineeships and apprenticeships

#### Apprenticeships

Apprenticeships are paid jobs which incorporate substantial and sustained on- and off-the-job training. The term 'apprenticeship' has been legally protected by law since 2016, and in England, its definition is framed by four core principles:

- it is a job, in a skilled occupation
- it requires substantial and sustained training, lasting a minimum of 12 months and including off-the-job training
- it leads to full competency in an occupation, demonstrated by the achievement of an apprenticeship standard, which is defined by employers
- it develops transferable skills, including English and maths.

Three levels of apprenticeship are available:

1. Intermediate Level Apprenticeships (equivalent to five GCSE passes at A\*-C (or 9-4), and European Qualifications Framework (EQF) Level 3)
2. Advanced Level Apprenticeships (Level 3) (equivalent to two A-level passes and EQF Level 4).
3. Higher Apprenticeships (Levels 4 to 7) (EQF Levels 5 to 7)

Note: both general and vocational qualifications are grouped into levels within the [Regulated Qualifications Framework \(RQF\)](#), from entry level to level 8. The levels are mapped to the [European Qualifications Framework](#).

There is no upper age limit for undertaking an apprenticeship.

Previously, each apprenticeship had a framework which:

- covered all the statutory requirements for an apprenticeship programme
- was used by colleges, employers and training providers to make sure that all apprenticeship programmes are delivered consistently and therefore to national standards
- included the names of all qualifications and what each qualification is worth (its 'credit value')
- gave guidance on how to get onto an apprenticeship programme, the time it will take and career paths available after an apprenticeship.

As part of a series of reforms to apprenticeships, these frameworks are being replaced by apprenticeship standards. The frameworks are being designed by groups of employers for occupations in their respective sectors, describing the skills and knowledge that an apprentice needs to be fully competent in by the end of their apprenticeship. The [Apprenticeship trailblazer quality statement](#) (2017, Institute for Apprenticeships) provides information on the marks of quality applied to the apprenticeship standards.

As new standards are developed and approved, they are [published](#) by the Education and Skills Funding Agency. The existing apprenticeship frameworks began to be withdrawn in March 2016, as the new standards have been developed and have become widely used.

Ofsted, the education inspectorate, and Ofqual, the qualifications regulator, will continue to play a central role in monitoring the quality of apprenticeships: Ofsted through its inspection and reporting responsibilities and Ofqual through its role in ensuring that standards are maintained in the award of qualifications. Alternative assessment oversight arrangements may also be used in cases where employer groups have chosen not to use qualifications regulated by Ofqual. As the number of degree apprenticeships has increased, the Quality Assurance Agency for Higher Education (QAA) has taken on an apprenticeship quality monitoring role.

The following quality requirements apply to reformed apprenticeships:

- Real employment – an apprentice must be employed in a job which has a real purpose. They will have a range of experience and additional enhancement opportunities that can help their future progression.
- Minimum hours of employment – this should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a particular sector make this impossible, then an absolute minimum of 16 must be met. In such cases, the duration of the apprenticeship should be extended.

- The duration of the apprenticeship – this will be determined by the employer groups drafting the standards, but must be at least 12 months.
- Apprenticeship Agreement – a contract of service between the apprentice and the employer which confirms that the apprentice is undertaking an apprenticeship and which standard they will be following.
- English and Maths – where they don't have it already, all Level 2 apprentices must achieve Level 1 English and maths and take the test for Level 2, and all Level 3 apprentices must achieve Level 2.

### Wages for apprentices

Apprentices aged 16-18 are entitled to the apprentice minimum wage of £3.50 an hour. Apprentices are paid for both their normal working hours and the time they spend training as part of their apprenticeship. Apprentices aged 19 and over are also entitled to the £3.50 apprentice minimum wage in the first 12 months of their apprenticeship. After the first 12 months of their apprenticeship, people aged 19 and over are entitled to the age appropriate National Minimum Wage. See the article on '[Labour market situation in England](#)' for details of the National Minimum Wage.

As employees, apprentices are entitled to the same employment rights as other employees, including holiday entitlement and maternity leave.

### Traineeships

Traineeships are education and training programmes with work experience which help young people become work ready. They are designed help young people who do not yet have the appropriate skills or experience enter into an apprenticeship or employment. They are open to those aged 16 to 24 who are qualified below Level 3 (EQF Level 4), although they are not designed for the most disengaged young people who require specific and intensive support.

Traineeships last for a minimum of six weeks and can last up to a maximum of six months. Content is tailored to the individual's needs and includes:

- A work experience placement of 100 hours minimum (for benefit claimants, a maximum of 240 hours; this can be extended if a need is identified) which ensures young people can develop the skills, knowledge, confidence, attitudes and behaviours they need to succeed in employment.
- Work preparation training (for example writing CVs, interview preparation, job searching and inter-personal and communication skills) focusing on activities to help the learner progress to an apprenticeship or other employment.
- Maths and English support, if needed, to help them get the skills they need to boost their career prospects.

Learning providers and employers are able to add flexible additional elements to the content of their traineeships to meet both the needs of the labour market and the young person in question.

Traineeships are delivered as a partnership between employers and education and training providers. Training providers must have a contract with the [Education and Skills Funding Agency](#). Traineeships are not jobs and are therefore exempt from the National Minimum Wage. Employers are not required to pay young people for any work experience placement they undertake as part of their traineeship. However, since trainees are undertaking education and training, they could qualify for existing programmes of financial support, including the 16 to 19 Bursary Fund, Free Meals, and Learning and Learner Support arrangements for 19 to 24 year olds.

### Youth Guarantee

The Youth Guarantee is a European Union approach to tackling youth unemployment which ensures that **all young people under the age of 25** – whether registered with

employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The UK supports the aims of the Youth Guarantee, but for subsidiarity and national specificity reasons prefers to continue with its existing approaches; see the article on '[Integration of Young People in the Labour Market](#)' for further details.

### **Promoting traineeships and apprenticeships**

Traineeships and apprenticeships are promoted to young people through all the usual channels, including social media, television and print adverts.

The Government provides the '[Find an Apprenticeship](#)' service to help young people find and apply for apprenticeships. There are also a number of national events which promote and celebrate apprenticeships:

- The [National Apprenticeship Awards](#) recognise excellence in businesses that grow their own talent through apprenticeships and the apprentices who have made a significant contribution to their workplaces.
- The annual [Apprenticeship Week](#) celebrates and promotes the impact of apprenticeships.

In addition to young people proactively searching for opportunities themselves, organisations which work with young people may refer them to traineeship programmes and apprenticeships. Such organisations include local authority services for young people, schools, colleges, Jobcentre Plus Work Coaches, National Careers Service advisers and National Citizen Service providers.

### **Making traineeships and apprenticeships attractive to employers**

Special measures are available to promote traineeships and apprenticeships, making them more attractive to employers.

The [Apprenticeship Grant for Employers of 16 to 24 year olds](#) was available to the end of the 2016/17 academic year, paying £1,500 to small businesses hiring a young apprentice if the firm has not hired an apprentice before. The eligibility criteria were as follows:

- The apprentice must be 16-24 years old when hired.
- The firm must have 50 employees or fewer when they take on the apprentice.
- For a business to be eligible for payment, the employer must not have taken on an apprentice in the last 12 months. An employer can claim up to 5 grants.

Other incentives include:

- no National Insurance contributions for apprentices under 25
- tools, such as the official [job site for apprenticeships](#) in England, to help employers find apprentices
- the use of Apprenticeship Training Agencies (ATAs) which recruit, employ and arrange training for apprentices on behalf of employers.

In addition, many of the Government City Deals (agreements between cities and the government, which give the former additional powers to support economic growth) encourage employers to hire apprentices through schemes such as devolved employer grants.

Further information is available in a [House of Commons Research Briefing](#) (House of Commons Library, 2016).

Note that the [Enterprise Act 2016](#) introduced apprenticeship employment targets for public sector bodies in England to meet.

### **Recognition of learning outcomes**

The minimum standards for apprenticeships and traineeships are covered in the sub-section covering official guidelines on traineeships and apprenticeships.

## Funding

### Apprenticeships

The government covers a proportion of the cost of training apprentices. Following changes to the funding system at the end of 2016, the amount it contributes depends on whether or not the apprentice employer pays the apprenticeship levy (see below). Employers who don't pay the levy pay 10 per cent of the cost of training their apprentice(s), whilst the government funds the remaining 90 per cent (up to a certain funding band maximum). Employers who do pay the levy may spend it on apprenticeship training, with the government added a 10 per cent top up to the levy amount paid each month.

Following the passing of the [Finance Act 2016](#), a new Apprenticeship Levy was introduced in April 2017 for large employers (including public bodies) who have an annual pay bill of more than £3 million. The levy is set at a rate of 0.5 per cent of an employer's gross wage bill. Each employer will receive a £15,000 allowance, meaning that only those whose total wage bills are more than £3 million pay the levy. Employers only pay the portion of the wage bill that is above the £3 million threshold.

Guidance related to how hiring an apprentice and apprenticeship funding for employers is available from the government [website](#).

A House of Commons [briefing paper](#) on Apprenticeship funding was published in October 2016.

### Traineeships

Traineeships for 16- to 18-year-olds are funded by the [Education and Skills Funding Agency](#), an executive agency sponsored by the Department for Education (DfE) using a funding per student methodology. For 19- to 24-year-olds, they are funded from the Adult Skills Budget. The funding for available for 19- to 24-year-olds combines work experience and work preparation into a single funding rate. The primary measure of success is securing a positive outcome for participants in the form of an apprenticeship, sustainable employment or further learning (a condition of 20 per cent of the funding a provider receives).

Training providers receive a 20 per cent achievement payment if the learner progresses to one of a number of successful outcomes beyond solely achieving a qualification.

Full details of funding arrangements are published in a [funding rules document](#) (Skills Funding Agency, 2017).

### Quality assurance

Arrangements for quality assurance look at both the quality of training and financial management and performance of providers.

### Quality of training

[Ofsted](#), the Office for Standards in Education, Children's Services and Skills, is the non-ministerial government department responsible for the inspection and regulation of day care and children's social care, and the inspection of children's services (including services for vulnerable children), schools, colleges, initial teacher training, youth work, work-based learning and adult education. The overall purpose of Ofsted inspections is to evaluate how efficiently and effectively education and training provision meets learners' needs. Providers are notified of any areas where they need to improve and offered support to do so. Where provision is deemed inadequate, this triggers a process of intervention.

All inspection reports are published in order to inform decision-making by prospective learners who may be considering several different institutions. The inspection process

also aims to promote improvement for all providers by setting expectations, increasing the accuracy of the provider's self-assessment, and identifying best practice.

Ofsted inspects training providers under the [Common inspection Framework](#) and the [Further Education and Skills Inspection Handbook](#).

When carrying out a full inspection, inspectors make graded judgements about the following areas, which enable them to make an overall judgement about the effectiveness of the setting:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners.

Each of the four areas above and the overall effectiveness of the school are judged using criteria relating to the following grading scale:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

Inspectors also consider a provider's approach to safeguarding and how well staff promote learner welfare and keep them safe, as outlined in the Ofsted guidance document, *Inspecting Safeguarding in early years, education and skills from September 2016*.

All inspection reports are made publicly available and are published on the [Ofsted website](#).

### **Financial health of providers**

Another important element of quality assurance is the monitoring of the financial health, financial management and performance of providers, undertaken by the [Education and Skills Funding Agency](#). The SFA is also responsible for some direct intervention when it has concerns about financial health or control.

## **3.6 Integration of Young People in the Labour Market**

### **Youth employment measures**

The [Department for Work and Pensions](#) (DWP) is responsible for welfare, pensions and child maintenance policy. DWP supports all those who are out-of-work, including young people, through the employment and social security network, Jobcentre Plus and through the online job search tool, [Universal Jobmatch](#). DWP also administers the Jobseeker's Allowance (JSA). Various forms of assistance are available to unemployed benefit claimants who may improve their chances of employment through training; some of these are aimed at young people. They are described below.

The Work Programme is the UK Government's welfare-to-work scheme, offering support to the long-term unemployed and some disabled benefit claimants. It has been operating since June 2011, covers Scotland, Wales and England, and uses co-funding from the EU's European Social Fund. The Work Programme is designed to allow service providers (who run the programme) the freedom to introduce and implement their own ideas and schemes to help unemployed participants find work. Providers may decide to place people in work-related activities, such as work experience placements.

Young people aged 18- to 24-years are referred to the programme when they have been claiming Jobseeker's Allowance for nine months (those aged 25 and over are placed on the programme after 12 months). Further information on the conditions associated with entitlement to the programme is available in the 2016 House of Commons Library briefing note on the [Work Programme](#).

**Note:** The Work Programme and Work Choice (the DWP programmes which helps disabled people with more complex issues find or stay in work) is expected to be replaced by the Work and Health Programme in the autumn of 2017.

The following sub-sections describe welfare and employment initiatives designed to support and assist young people.

### Work experience scheme

The Work Experience scheme, as described in a 2015 House of Commons [research briefing](#), is targeted at 18-24 year olds who have little or no experience of work. Young people can participate in the scheme after they have been claiming Jobseeker's Allowance (JSA) for three months but before they join the Government's main welfare-to-work scheme, the Work Programme (typically after claiming for nine months). Entry on to the scheme is voluntary and individuals can choose to leave the placement before it is complete.

Under the scheme, individuals are matched with suitable work experience placements. These last between two and eight weeks, for between 25 and 30 hours a week. Some participants may have their placement extended by up to four weeks if an employer offers to hire them as an apprentice. Participants on the scheme do not receive a wage but continue to receive benefits and must continue to look for permanent work. Travel and childcare costs are also payable, if required.

### Sector-based work academies

Sector-based work academies are aimed at claimants (of all ages) who are considered relatively well prepared for employment, with no basic skills needs. Claimants are offered sector-specific training and work experience placements for a period of up to six weeks, followed by a job interview with an employer. Whilst attending a sector-based work academy, people will continue to claim benefits. Any travel and childcare costs associated with taking up a place in an academy will be covered.

The training element of the academy is fully funded by the Education and Skills Funding Agency. The job interview may also lead to apprenticeship places, and the training element of the academy may be used as the foundation of apprenticeship training.

### Youth obligation

Since April 2017, 'Youth Obligation' (YO) has been the main welfare programme for young people. It supports 18- to-21-year-olds to take part in work-based learning in order to develop the motivation, skills and experience they need to move into employment. Payment of welfare benefits depends on the young person taking part in a work placement or preparing to begin an apprenticeship or traineeship after six months.

### Youth Guarantee

The Youth Guarantee is a European Union approach to tackling youth unemployment which ensures that **all young people under 25** – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. A quality offer is defined as a job, **apprenticeship, traineeship**, or continued **education** and can be adapted to each individual need and situation.

The [2016 Youth Guarantee Country Report for the UK](#) contains the following statement about the UK position in relation to it:

The UK supports the aims of the YG, but for subsidiarity and national specificity reasons prefers to continue with its existing approach, inter alia, the Youth Contract, with a focus on providing apprenticeships and work experience. EMCO acknowledges the significant efforts made by the UK to tackle youth unemployment and to address the challenges faced by young people, especially NEETs in accessing the labour market and the fact that measures have some innovative elements. However, further outreach

and activation measures targeting specific groups of young NEETs would be welcome, and some groups will need better progression prospects.

The House of Lords EU Internal Market, Infrastructure and Employment Sub-Committee carried out an enquiry into EU action to tackle youth unemployment; its [report](#) was published in April 2014.

Note: [EMCO](#) is the Employment Committee of the Council of Ministers of the European Union.

### **Flexicurity measures focusing on young people**

The European Commission defines flexicurity as an integrated strategy for simultaneously enhancing flexibility and security in the labour market. It attempts to reconcile employers' need for a flexible workforce with workers' need for security. It is a key element of European Union [Employment Guidelines](#) and the [European Employment Strategy](#).

There is no formal implementation of flexicurity measures for young people in England or, indeed, in the UK.

An assessment of how far the UK's flexible and lightly regulated labour market amounts to a form of flexicurity is given in the UK country description in the [European Observatory on Working Life](#).

### **Reconciliation of private and working life for young people**

There are no youth-specific policy measures / initiatives to reconcile the private and working lives of young people. As noted in the introduction to this chapter, UK workplaces are increasingly flexible with a growth in self-employment, part-time working, zero-hours contracts and increasing female participation.

All public bodies and employers in Great Britain (England, Wales and Scotland) are bound by the [Equality Act 2010](#). The Act, which harmonises and extends previous equality legislation, seeks to protect the rights of individuals and advance equality of opportunity for all. Under the Act, the following are 'protected characteristics', or the categories to which the law applies: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

### **Funding of existing schemes/initiatives**

Funding for schemes described above are generally provided by the [Department for Work and Pensions](#) (DWP).

The Work Programme, described above under '[Youth employment measures](#)', makes use of co-funding under the EU's European Social Fund. The Work Programme functions on a payment-by-results basis: providers of work placements and other services therefore receive a job outcome payment after a participant has spent a minimum length of time in employment. Further information is available from the Department for Work and Pensions [website](#).

A 2016 DWP [impact assessment of sector-based work academies](#) shows their funding comes from a number of sources:

- pre-employment training (PET) is covered by the Adult Skills Budget, administered by the Department for Education since summer 2016
- the Flexible Support Fund (FSF) enables the DWP's Jobcentre Plus network to procure and fund the PET through local providers
- employers cover the costs of the work experience placement and guaranteed job interview.

## Quality assurance

The aim of the Work Programme is to support participants into employment that lasts; the payment by results model is intended to reflect this aim. Work programme providers are responsible for ensuring that participants receive full information about the services available to them. Full details are available in the Department for Work and Pensions Work Programme provider [guidance](#).

## **3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities**

### **Programmes and schemes for cross-border mobility**

The British Council's [Study Work Create](#) portal brings together information on opportunities for UK students, recent graduates, and young professionals to study, volunteer, work or develop their creativity through international experience. Opportunities include:

- the [Artists' International Development Fund](#), which offers grants of up to £5000 to freelance or self-employed artists in England and Northern Ireland to help them take their work to a global audience
- the [European Voluntary Service](#) (EVS), which enables young people from the UK aged 18 to 30 to volunteer abroad for periods between two weeks to twelve months; the programme funds travel, accommodation, food and insurance costs for each participant
- the [Generation UK – China](#) Summer Language and Internship Programme, which helps students from the UK boost their employability and develop a global mindset through study and work experience opportunities in China
- International Association for the Exchange of Students for Technical Experience ([IASTE](#)) work placements, which give young people over the age of 19 who are enrolled in a science, engineering, technology or applied arts course at a UK university the opportunity to take part in a paid industry traineeship in one of 80 countries
- [Teaching or working in India](#), which offers teaching assistant positions for young people from the UK over the age of 18.

Young Britons, generally aged 18-30, may be eligible to apply for working holiday visas in a number of countries.

### **Legal framework**

There is no specific legal framework for the cross-border mobility of young workers, trainees / apprentices and young professional / entrepreneurs.

## **3.8 Development of Entrepreneurship Competence**

### **Policy Framework**

There is no formal strategy for entrepreneurship education in England, although a policy paper covering [business enterprise](#) was published under the Coalition Government (2010-2015), in which the Government recognised the need to engage with young people as part of the wider goal of 'encouraging people and giving them the skills to set up their own business'. The paper stated the need to give young people hands-on business experiences to make them view starting their own business a viable career option in later life.

CIPD, the main UK organisation for Human Resources professionals, gives a useful overview of UK approaches in this area, with reference to wider, European-level policy frameworks, in its 2015 briefing paper entitled [Encouraging enterprise in education](#).

## Formal learning

### Entrepreneurship education in compulsory education

Young Enterprise, the UK's leading enterprise education charity, defines entrepreneurship education (or enterprise education, as it is more commonly known in England) as:

the application of creative ideas to practical situations. It aims to raise awareness of the mind-set and skills required to respond to opportunities, needs and challenges such as problem solving, teamwork, communication, creativity and resilience. It can be applied across the curriculum, extending beyond business to a wide range of practical and social skills' ([Outcomes map: Enterprise education and employability](#), page 3, Young Enterprise, 2015).

Enterprise education is not part of the National Curriculum, although schools may choose to include elements of it in their school curriculum. At ISCED 3 (GCSE and A level – descriptions of these qualifications is available in the Eurydice network's description of [national education systems](#)), schools may offer pupils the opportunity to follow a qualification in business studies.

Schools may also include entrepreneurship in their non-statutory Personal, Social, Health and Economic education (PSHE) classes. The [PSHE Association](#), which was set up in 2006 with government funding to help raise the quality of PSHE teaching, has produced a revised programme of study for PSHE for pupils in key stages 1 to 4 (ages 5- 16). Its [programme of study](#) suggests that in primary education (age 5-11), children should be taught about money and given a basic understanding of enterprise. In secondary school, (age 11-16), pupils should be taught: how to make informed choices and be enterprising and ambitious; about the economic and business environment; how personal finances choices can affect themselves and others; about the rights and responsibilities of consumers.

Although there is no formal strategy for entrepreneurship education, elements of business enterprise policy filter into schools. Pupils are given the opportunity to participate in hands-on business experiences. They include, amongst others:

- [Tycoons in schools](#), a national enterprise challenge in schools. The competition allows students to start and run a business whilst at school or college, thereby allowing them to gain valuable hands-on experience of what is involved with running a business.
- The [National Enterprise Challenge](#), which gives schools the opportunity to set up and manage a business.
- The [Tenner Challenge](#), which is aimed at young people aged 11-19 who want to get a taste of what it's like to be an entrepreneur. It gives them a chance to think of a new business idea and make it happen, using real money to take calculated risks in the business field, make a profit – and make a difference.
- [MyBnk](#), which is an award-winning UK charity that teaches young people how to manage their money and set up their own enterprise.
- The [Fiver Challenge](#), which is aimed at five to 11- year-olds across the UK, giving participants £5 to set up mini businesses to create products or services they can then sell/deliver at a profit and engage with their local community.

In addition, [Young Enterprise](#) is a business and enterprise charity which helps young people learn about business and the world of work through a range of programmes.

Further information about enterprise education may be found in the 2016 Eurydice publication entitled [Entrepreneurship Education at School in Europe](#).

### Entrepreneurship education in higher education

The driver for enterprise education within higher education is set out in the 2011 Government White Paper for Higher Education, [Students at the Heart of the System](#). The Government wanted universities to look at how they could work with businesses to

promote better teaching, employer sponsorship, and innovation, following its policy statement on business enterprise (see above). Universities' commitment to student entrepreneurship was praised in a [2011 report](#) by the Higher Education Funding Council for England. The need for enterprise education and entrepreneurship opportunities for students in higher education - including postgraduate research students - was highlighted in the 2012 [Wilson Review of Business-University Collaboration](#) commissioned as part of the 2011 White Paper.

[QAA's guidance](#) on entrepreneurship education shows that there is no single model that describes the delivery of enterprise and entrepreneurship across higher education providers in the UK. Delivery models include enterprise and entrepreneurship being:

- managed by a central unit
- embedded in the curriculum by subject specialist educators
- embedded in the curriculum under another name such as 'professional studies' or 'personal marketing skills'
- delivered through a careers service
- led or supported through facilities such as incubators, boot camps and extra-curricular clubs and societies.

In the context of extra-curricular activities, some institutions offer summer schools or events which are led by staff or students. Many actively support start-up activities and deliver mentoring support beyond graduation. Students can also gain practical experience through external bodies such as [Enactus](#), an international not-for-profit organisation that works with leaders in business and education to develop socially responsible entrepreneurs. [Shell Livewire](#), an online community that offers networking, advice and a chance to win monthly and annual 'grand ideas' awards, is another example of extra-curricular engagement in higher education.

Participation in extra-curricular activities may in some cases be formally recognised and recorded, for example through reference to the personal development process (in which learners identify key areas of learning and development activity that will enable them to either acquire new or develop existing skills and attributes) and use of transcripts, as well as the [Higher Education Achievement Record](#) (HEAR).

There are also stand-alone degree programmes (including master's degree programmes) in some institutions which may involve actual business start-up as an integral requirement.

The [National Centre for Entrepreneurship in Education](#) supports entrepreneurship both in higher education and in its graduates.

### **HE entrepreneurship networks**

The [National Association of Colleges and University Entrepreneurs](#) (NACUE) is a membership organisation for engaging students in enterprise, set up by students for students. It gives college and university students the opportunity to boost their skills, confidence and aspirations through supporting student-led enterprise societies, running inspiring events and advocating practical learning. The 2012 [Wilson Review of Business-University Collaboration](#) recommended that the NACUE should be supported by sponsors, universities and government in promoting entrepreneurship.

NACUE, the Institute for Small Business and Entrepreneurship, and Enterprise Educators UK have formed the Enterprise Alliance to ensure collaboration and reduced duplication in their activities at national and local level.

The role of business mentors is growing across the enterprise and entrepreneurial agenda of universities. Mentors are drawn from both alumni networks and the business community, normally without remuneration or position.

## Non-formal and informal learning

Non-formal and informal education in support of young people's wider learning and development lie at the heart of youth work. Youth work organisations, including local authorities, the third sector and uniformed organisations (for instance, the Scouts or Girlguides) often carry out activities which lead to the development of entrepreneurship competence.

## Educators support in entrepreneurship education

Enterprise education is not mentioned in the Teachers' Standards which underpin initial teacher training.

Responsibility for continuing professional development (CPD) is shared across a range of organisations, including: the Department for Education (DfE); the National College for Teaching and Leadership; the Teaching and Learning Academy; school governing bodies; and the individual teachers concerned.

Teachers have a professional duty to participate in CPD arrangements and schools themselves decide how much time to allocate to CPD based on their specific areas for development as set out in their school development plan (SDP). Each individual teacher's development is planned for in the context of the SDP and monitored by the performance management system. Schools may choose to cover enterprise education as part of their CPD arrangements.

[EBEA](#) is a professional subject association for those interested in the teaching and study of economics, business and enterprise.

There are also a number of National Occupational Standards (NOS) which cover [entrepreneurship and enterprise](#). NOS, which set out the standards of performance expected when carrying out functions in the workplace and specifications of the underpinning knowledge and understanding. Since 2015, these are no longer actively maintained, but remain publicly available.

## 3.9 Start-up Funding for Young Entrepreneurs

### Access to information

Government and charities who provide funding opportunities for young entrepreneurs promote them through all the normal channels, especially on social media.

### Access to capital

A number of schemes make capital available to young (and older) entrepreneurs. These are described below.

#### The Prince's Trust

The [Prince's Trust](#) was founded by HRH The Prince of Wales in 1976 to help 13- to 30-year-olds who are unemployed or struggling at school to transform their lives. One of the longest-running strands of the charity's work is the [Enterprise programme](#) which provides 18- to 30-year-olds with the support they need to start a business. The programme has four stages:

- meeting the team – what the programme is and how it can help
- exploring – learning about personal finance, legal structures, marketing, finance, and business plans
- building support – flexible one-to-one support to get started with market research, writing a business plan and considering finance; small grants are available to test the viability of a business
- launch – presentation of business plan to the Business Launch Group who decide if an idea is viable and sustainable; approved businesses receive two years' mentoring and access to start-up finance if needed:

- low interest start-up loans of up to £7,500 (just under €9000) offered through the Start Up Loans Company
- small start-up business grants in special circumstances.

**Note:** [Start Up Loans](#) are available from the Start Up Loans Company, which offers government-backed personal loans for business purposes. The loans are available to businesses which have yet to launch or those that have already started trading. The partners support loan applicants in all regions and industries throughout the UK. Within certain conditions, they are open to anyone aged-18 and over but are not specifically aimed at young people.

### **Shell LiveWIRE**

The [Shell LiveWIRE Smarter Future Programme](#) is a social investment programme which provides support for young, innovative entrepreneurs.

The award is open to any entrepreneur aged 16-30 years who:

- has been trading for less than a year, or is looking to start trading in the next 6 months; and
- has an idea that addresses the UK's future transport, energy, or natural resource challenges, or makes urban environments cleaner and more sustainable places to work and live in.

Pre-start businesses are encouraged to apply, as are university spin-outs, product and urban designers, and other relevant design and engineering graduates with innovative business ideas.

### **New Enterprise Allowance**

The [New Enterprise Allowance](#) is a government scheme designed to help unemployed individuals who have a business idea and want to start their own business. It is available to individuals aged 18 and over in Great Britain who are claiming Jobseeker's Allowance (JSA), Employment and Support Allowance (ESA) or lone parents claiming Income Support.

Interested and eligible individuals are referred by the DWP's Jobcentre Plus network to a mentoring organisation, which matches them with a volunteer business mentor. The mentor assists the individual in drawing up a business plan, which is then assessed by the mentoring organisation. If the plan is approved, the individual can access financial support once they stop claiming benefit.

## **3.10 Promotion of Entrepreneurship Culture**

### **Special events and activities**

Each of the national initiatives and programmes referred to under '[Development of Entrepreneurship Competence](#)' and '[Start-up Funding for Young Entrepreneurs](#)' organises special events and activities to promote learning in entrepreneurship, and to celebrate young people's achievements in this area.

### **Networks and partnerships**

There is no formal strategy for entrepreneurship education in England, although a policy paper covering [business enterprise](#) was published under the Coalition Government (2010-2015), in which the Government recognised the need to engage with young people as part of the wider goal of 'encouraging people and giving them the skills to set up their own business'. As part of this, a number of initiatives (which can be seen as events, activities, networks and partnerships) received Government support. They include:

- [Inspiring the Future](#), which recruits young entrepreneurs to volunteer to go into schools to talk about running their own businesses and how they got there

- [Enterprise Village](#), which supports every school to develop and run its own business through the 'Enterprise Village'
- supporting the development of [Tenner](#), which gives schoolchildren £10 to fund a business idea and earn money.

### **3.11 Current Debates and Reforms**

#### **Opportunity Areas**

In October 2016, the Government [announced](#) the launch of 'Opportunity Areas' which are to access to funding to address the biggest challenges they face. 'Opportunity areas', identified as having very low social mobility, involve local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and local authorities to ensure all children have the opportunity to reach their full potential.

The aim of each Opportunity Area is to build young people's knowledge and skills and to provide the best advice and opportunities for their development, in collaboration with organisations such as the Careers and Enterprise Company, the Confederation of British Industry, the Federation of Small Businesses, and the National Citizen Service.

Six more Opportunity Areas were announced in January 2017.

## **4. Social Inclusion**

The primary objective of the UK Government regarding social inclusion has been to remove barriers, so that everyone, whatever their background, has equal opportunity to progress. This focus on social mobility is assisted by the Social Mobility Commission (SMC), an independent statutory body which monitors progress towards improving social mobility throughout the UK, and promotes social mobility in England.

The Government has identified 12 areas in England characterised by low social mobility to receive support under the Opportunity Areas programme. The aim of each opportunity area is to build young people's knowledge and skills and to provide the best advice and opportunities for their development from the early years until entering work. In addition, the government is supporting the Children's Social Care Innovation Programme to improve the lives of the most vulnerable children and young people; those receiving help from the social care system.

### **4.1 General context**

#### **Main challenges to social inclusion**

The 2016 [State of the Nation Report](#) published by the Social Mobility Commission outlines some of the main challenges to social inclusion in the UK:

- there is an entrenched correlation between educational success and social class
- many areas outside of London and the South East have been 'left behind' in terms of education and employment opportunities
- the gap between individuals who own their own home and those who do not is accentuating this wealth and social divide.

Note: the report only covers England, Wales and Scotland; Northern Ireland is outside of the Commission's remit.

In 2012, the then Government published its [social justice strategy](#). It provides an idea of the scale of the problem by identifying the number of people experiencing specific forms of disadvantage, as well as at how these interact. As noted in the strategy, analysis of household survey data, published in 2010, found that 11 per cent of adults (5.3 million people) in the UK experience, at any one time, disadvantage in at least three of the following six areas: education; health; employment; income; social support; housing;

and local environment. The 2012 social justice strategy also demonstrated how these disadvantages can be worsened by other factors, such as ethnicity, gender or disability.

## Main concepts

In this chapter, the term 'social inclusion' refers to the process which ensures that people who are at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life, and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It also ensures they enjoy a greater level of participation in the decision making which affects their lives and better access to their fundamental rights. In this context, social inclusion can be considered as a multi-dimensional concept, which combines various factors, including: income and living standards; the need for educational and decent work opportunities; effective social protection systems; housing; access to good-quality health and other services; and active citizenship.

The terms and concepts used in the UK to describe policies, initiatives and actions relating to social inclusion change depending on the government of the time. In recent years, the stated aims of UK governments regarding social inclusion have been to remove barriers, so that everyone whatever their background has equal opportunity to progress. The following section provides an overview of policy developments in the last 20 years and the associated evolution of relevant concepts and definitions.

By the time a Labour Government took office in 1997, Britain had more children growing up in unemployed households and the highest teenage pregnancy rate than anywhere else in Europe. The newly elected Government therefore launched the Social Exclusion Unit (SEU) to analyse the reasons behind these trends.

So-called 'New Labour' chose a wider definition of the term 'social exclusion', which extended beyond poverty and low income and included some of their wider causes and consequences. Social exclusion was defined as being the result of a combination of linked problems, such as, unemployment, poor skills, low incomes, poor housing, high crime, bad health and family breakdown.

The SEU published a series of reports on five key issues: neighbourhood renewal; rough sleepers; teenage pregnancy; young people not in education, training or employment (NEETs), and truancy and school exclusion. The reports criticised the way central and local government had in the past failed deprived groups and areas. They concluded that there had been poor investment in measures to prevent social exclusion and little effort to reintegrate those who had become excluded through a lack of access to the factors mentioned above and that deprived areas had fewer basic services such as doctors' surgeries.

The SEU also claimed that previous efforts and funds had been wasted because of a lack of coordination, both centrally and locally.

Alongside the work of the SEU, the Labour Government also announced targets to reduce child poverty. In a speech given in 1999, the then Prime Minister, Tony Blair, made a [commitment](#) to halve child poverty by 2010, and eliminate child poverty entirely by 2020. The commitment was prompted, in part, by the recognition that opportunities available to adults are diminished by the experience of poverty in childhood.

*Opportunity for All*, published in 1999, contained a summary of the Government's thinking and intentions on poverty and social exclusion. It set out measures to:

- break the cycle of disadvantage for children and young people
- help those fit for work to find and remain in employment and to provide security for those who cannot work
- tackle the barriers to old people living active, fulfilling and happy lives
- bridge the gap between deprived and other communities.

*Opportunity for All* also outlined a set of measures against which progress could be monitored. Annual reports which demonstrated progress and updated the strategy were published until 2007, when a new focus on action at a local level emerged, alongside increased focus on those for whom existing strategies might not have provided the necessary support.

Social mobility was the subject of a Cabinet Office [discussion paper](#) published in 2008. The paper described social mobility as having two core aspects:

- ensuring there are better jobs for each successive generation, so children can do better than their parents
- making sure that there are fairer chances, so that everyone has the opportunity to access those jobs in line with their potential.

The paper formed the analytical base for the *New Opportunities* white paper (Cabinet Office, 2009). It set out plans to build a more prosperous and a stronger, fairer economy. Four specific factors were identified as being crucial to building individual capacities:

- support for parents and children in the early years which have a profound impact on later life chances
- success in school, since educational attainment at 16 remains one of the most important determinants of future success
- investment during the critical transition years from compulsory education through further and higher education and into work
- fresh opportunities to get on in work throughout people's lives, ensuring they have continuing chances to fulfil their potential.

Across all four areas, families and communities were mentioned as playing a vital role in supporting people to build their capabilities. The White Paper also contains measures to strengthen capacity to fulfil this role.

The coalition government, in office from 2010 to 2015, set out its 2011 strategy for a socially mobile country in *Opening doors, breaking barriers: a strategy for social mobility*. The strategy introduced a life cycle framework and aimed to make life chances more equal at critical points for social mobility, such as: the early years of development; school readiness at age 5; GCSE attainment at age 16; the choice of options for further study or work at age 16; gaining a place at university or on an Apprenticeship; and entering the labour market.

In 2012, the Coalition Government set out its social justice strategy entitled *Social Justice: Transforming Lives*. The strategy sat alongside the social mobility strategy with a particular focus on the changing the lives of the most disadvantaged individuals. It outlined a new approach to tackling poverty, highlighting that the problem is not solely caused by income poverty alone, and that the focus on income over the last decades had ignored the root causes of poverty, allowing social problems to deepen and become entrenched. The strategy set out the new principles informing its approach:

- a focus on prevention and early intervention
- interventions focusing on recovery and independence, not maintenance
- promotion of work, for those who are able to work, as the most sustainable route out of poverty, while offering unconditional support for those who are severely disabled and cannot work
- designing and delivering solutions at the local level
- interventions which provide a fair deal to the taxpayer.

In 2016, the then Prime Minister gave a [speech](#) outlining plans to refresh and re-launch the strategy as *Life Chances*. Following the Prime Minister's resignation in June 2016, the *Life Chances* strategy was never published. However, the Life Chances Fund was launched – see the section on '[Financial Support](#)' in the article on 'Youth Work to foster Social Inclusion' for further information. The new Prime Minister, who assumed office in 2016, has made it clear that she is committed to a '[broad programme of social reform](#).'

She has stated that she wishes to ensure that government action benefits the majority of people who are working hard but only just managing to get by.

### Child poverty

A key element of promoting social inclusion is a reduction in levels of child poverty. A target to reduce levels of child poverty was first introduced by the Labour Government in office from 1997 to 2010. The [Child Poverty Act 2010](#) fulfilled a commitment to enshrine the child poverty target in legislation. Its provisions include:

- setting 4 child poverty targets to be met by 2020/21
- requirements for the UK Government to publish a regular UK child poverty strategy
- requirements for the Scottish and Northern Irish Ministers to publish child poverty strategies
- creation of the Child Poverty Commission to provide advice
- requirements for the UK Government to publish annual progress reports
- new duties on [local authorities](#) and other 'delivery partners' in England to work together to tackle child poverty.

The House of Commons Library published a [short guide](#) to the Act in 2014.

The role and remit of the Child Poverty Commission has been amended twice since its creation. The [2012 Welfare Reform Act](#) expanded its remit to monitoring and providing advice on improving social mobility. Further changes were made by the [Welfare Reform and Work Act 2016](#), transforming it into the [Social Mobility Commission](#).

The first state of the nation report, published in October 2013, concluded that the 2020 child poverty target was likely to be missed by a considerable margin, and that progress on social mobility could be undermined by the twin problems of youth unemployment and falling living standards. In discussing the changing remit of the Commission, the [2015 State of the Nation](#) (Social Mobility and Child Poverty Commission, 2015) report said:

Legislation before Parliament will change our terms of reference so that we lose our child poverty remit. This is part of the Government's wider intention to move its focus from the targets enshrined in the 2010 Child Poverty Act towards improving life chances.

The 2016 Act changes the measures to be reported: the new 'life chances' measures are the number of children in workless houses in England and the educational attainment of children in England at the end of key stage 4 (age 16).

## 4.2 Administration and Governance

### Governance

It is an ambition of the UK Government to create a society in which opportunities are shared equally and are not dependent on family background, geographical location or the school an individual has attended. The approach to social inclusion is general: improving opportunities for all. An element of this ambition therefore involves targeting the opportunities available young people.

The ambitions set out in policies relating to social inclusion apply to all of the United Kingdom. However, many of policy levers are in the hands of the devolved administrations, which are responsible for their own devolved policies and are not bound by the policies of the Westminster government. Nevertheless, the UK government does work closely with the devolved administrations to promote these principles and encourage their implementation across all parts of the United Kingdom.

There is also recognition, across all countries of the UK, that serious efforts to promote social inclusion need a joined up approach to policy making and governance; they cannot be developed or delivered in 'silos'.

The [Department for Work and Pensions](#) (DWP) is responsible for welfare, pensions and child maintenance policy. It administers the state pension and a range of working age, disability and ill health benefits, including those for young people. DWP has a team which is responsible for poverty and social justice. Its priorities include creating a fair and affordable welfare system in which improves the life chances of children.

The [Department for Education](#) (DfE) is responsible for education, children's services, higher and further education policy, apprenticeships and wider skills, and equalities. Its aim is to 'achieve a highly educated society in which opportunity is equal for all, no matter what their background or family circumstances'.

The Parliamentary Under Secretary of State for Civil Society at the [Department for Digital, Culture, Media and Sport](#) (DCMS) has amongst other, areas, responsibility for social and community action. See the article '[Main Concepts](#)' in the 'Voluntary Activities' chapter.

There are also elements of policy at the [Department of Health](#) which address the social inclusion agenda.

### **Social Mobility Commission (SMC)**

The [Social Mobility Commission](#) (SMC) monitors progress towards improving social mobility in the UK, and promotes social mobility in England. It is an advisory non-departmental public body, sponsored by the [Cabinet Office](#), the [Department for Education](#) and the [Department for Work and Pensions](#).

The SMC is an independent statutory body. In line with the [Welfare Reform and Work Act 2016](#), it is a continuation of the body previously called the Social Mobility and Child Poverty Commission. It is responsible for:

- publishing an annual report setting out its views on the progress made towards improving social mobility in the United Kingdom
- promoting social mobility in England by (for example) challenging employers, the professions, universities and schools to play their part in promoting social mobility
- carrying out and publishing research in relation to social mobility
- providing advice to ministers (at their request) on how to improve social mobility in England; this advice must then be published

Its most recent annual report, *State of the Nation 2016: Social Mobility and Child Poverty in Great Britain*, was published in November 2016. It has also published a number of [factsheets](#) which outline social mobility issues and recommendations in different sectors (early years, schools, vocational training and higher education).

### **Reporting requirements**

The [Child Poverty Act 2010](#) placed a duty on the Secretary of State to meet four UK-wide income targets by the end of the 2020 financial year and to publish a child poverty strategy evaluating progress towards the four targets and setting out future action.

Subsequent legislation has amended these requirements. In addition to creating a new duty for the Government to publish data on children in low income houses, the [Welfare Reform and Work Act 2016](#) removed the income related targets. They were replaced with measures to improve the life chances of children. The Act also placed a duty on the Secretary of State to present an annual report containing data on children living in workless households and on the educational attainment of pupils at the end of key stage 4 (age 16).

The Social Mobility Commission has a central role in this reporting. Originally the Child Poverty Commission, its name was changed to the Social Mobility and Child Poverty Commission by the [2012 Welfare Reform Act](#). At the same time, its remit was expanded to include monitoring and providing advice on improving social mobility. Its name and remit changed again with the Welfare Reform and Work Act: it is now the [Social Mobility](#)

[Commission](#) and is responsible for monitoring progress towards improving social mobility in the UK and promoting social mobility in England. See below for further details.

### Local authorities

[Local authorities](#) (LAs) have a statutory duty (under section 507B of the [Education and Inspections Act 2006](#)) to secure sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) and to improve their well-being. The 2012 Government publication, *Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being* lists the youth work and other services that LAs should provide (so far as they are practically able) to improve the well-being of young people.

Previously, there were duties on local authorities to put in place local cooperation arrangements and prepare and publish child poverty needs assessments and related strategies to reduce and mitigate the effects of child poverty. These duties were removed by the 2016 [Welfare Reform and Work Act](#).

### Cross-sectorial cooperation

The current Conservative Prime Minister (in office since July 2016) has established a Cabinet Committee for Social Reform. It will oversee and agree social policy reforms and lead attempts by the Government to increase social mobility, deliver social justice and aims make Britain a country that works for everyone. The Committee brings together the Secretaries of State from nine government departments. Members are the:

- Prime Minister
- Chancellor of the Exchequer
- Home Secretary
- Lord Chancellor, Secretary of State for Justice
- Secretary of State for Education
- Secretary of State for Business, Energy and Industrial Strategy
- Secretary of State for Health
- Secretary of State for Work and Pensions
- Secretary of State for Communities and Local Government
- Secretary of State for Digital, Culture, Media and Sport
- Chancellor of the Duchy of Lancaster.

## 4.3 Strategy for the Social Inclusion of Young People

### Existence of a National Strategy on social inclusion

There is no single strategy to promote the social inclusion of young people; however this does not mean that it is not considered important. Following the 2015 general election, a Conservative Government took office. The morning after the election, the then Prime Minister set a '[One Nation](#)' agenda for the Parliament until 2020. A 'one nation' society can be defined as one where:

opportunities are shared equally and are not dependent on the family you were born into, the place where you live or the school you attend. It is a society where being born poor does not condemn someone to a lifetime of poverty. Instead it is a society where your progress in life – the job you do, the income you earn, the lifestyle you enjoy – depends on your aptitude and ability, not your background or your birth.

Tackling inequality is equally a high priority for the current Conservative Government (in office since 2016). At the first meeting of the Social Reform Cabinet Committee (see the section on '[Cross-sectorial cooperation](#)' in the article on 'Administration and Governance') the current Prime Minister discussed plans to ensure government actions benefit the majority of people who are working hard but struggling to get by.

A number of interlinked strategies promote the social inclusion of young people. They were all published by the Conservative and Liberal Democrat coalition in power between 2010 and 2015:

- Social Mobility Strategy - *Opening doors, breaking barriers: a strategy for social mobility* (April 2011)
- Participation Strategy – *Building Engagement, Building Futures* (December 2011)
- Social Justice Strategy – *Social Justice: transforming lives* (2012)
- *Child Poverty Strategy 2014 to 2017* (2014).

Only the Participation Strategy which sets out measures to prevent young people becoming NEET (not in education, employment or training) addresses young people alone. The other strategies apply to individuals of all ages. The following section concentrates on the actions in these strategies which apply to young people; it does not attempt to cover the entire strategies in a comprehensive manner.

## Scope and contents

### Social Mobility Strategy

*Opening Doors, Breaking Barriers: A strategy for social mobility* (Cabinet Office, 2011), sets out a vision for socially mobile country and how it can be made a reality. The strategy introduced a life cycle framework and It aimed to make life chances more equal at critical points for social mobility, such as in the early years of development; school readiness at age 5; GCSE attainment at age 16; the choice of options for students aged 16; gaining a place at university or on an Apprenticeship; and getting entering the labour market.

As part of the strategy, indicators which measure progress towards social mobility aims were developed. The challenge has been to develop indicators which predict long-term social mobility and can be used to estimate progress over a shorter timeframe. They are available [online](#).

### Participation Strategy

*Building Engagement, Building Futures* (2011) sets out the plan to maximise the participation of 16-24 years olds in education, training and work. It sets out how existing reforms to schools, vocational educational, skills and welfare provision will help to increase the number of young people who are engaged in education, training and work. It also sets out the measures over and above these which will be needed to help the most vulnerable:

- raising attainment in school and beyond to ensure that young people have the skills they need to compete in a global economy
- helping local partners to provide effective and coordinated services that support all young people, including the most vulnerable
- encouraging and incentivising employers to inspire and recruit young people by offering more high quality Apprenticeships and work experience places
- ensuring that work pays and giving young people the personalised support they need to find it.

It was published jointly by the Department for Education (DfE), the then Department for Business, Innovation and Skills (BIS) and the Department for Work and Pensions (DWP).

In 2013, the Department for Education published statutory guidance for [local authorities](#) entitled *Participation of young people: education, employment and training*. The guidance outlined the responsibilities of local authorities with respect to securing sufficient and suitable education provision for young people in their respective areas; raising the participation age; and promoting the participation of vulnerable young people not in education, employment or training (NEET).

Note: in 2013 and 2015, the participation age was raised to 17 and 18 respectively. Young people are now expected to participate in: full-time education or training; or part-time education or training, alongside volunteering.

### Social Justice Strategy

In March 2012, the Government published *Social Justice: Transforming Lives*, which outlined a new approach to tackling poverty. It set out the view that the problem is not solely caused by income poverty alone, and that the focus on income over the last few decades has ignored the root causes of poverty, allowing social problems to deepen and become entrenched. The strategy set out the following principles which informed its approach:

- a focus on prevention and early intervention
- interventions which focus on recovery and independence, not maintenance
- promotion of work, for those who are able to work, as the most sustainable route out of poverty, while offering unconditional support for those who are severely disabled and cannot work
- designing and delivering solutions at the local level
- interventions which provide a fair deal to the taxpayer.

Chapter Two of the strategy focuses on young people. It outlines what is being done to support young people from the most disadvantaged backgrounds. This includes helping schools support their poorest pupils via the pupil premium (see the information about the pupil premium in the article on '[Support Measures for Learners in Early Childhood and School Education](#)' in the Eurydice [description of the education system in England](#)) and keeping children engaged in mainstream education through measures to tackle bad behaviour, absenteeism and the causes and impacts of exclusion. It also discusses measures to help those at greatest risk, including young offenders and those involved in gangs and children experiencing poor mental health.

### Child Poverty Strategy

The *Child Poverty Strategy* was published in 2014. The strategy sets out the actions to be taken between 2014 and 2017 to tackle child poverty through:

- supporting families into work and increasing their earnings
- improving living standards
- preventing poor child becoming poor adults through raising their educational attainment.

The strategy meets the duties set out in Section 2 of the [Child Poverty Act 2010](#) (see the section on '[Main concepts](#)' in the General Context article).

### Responsible authority

See the article on '[Administration and Governance](#)'.

### Revisions/Updates

The [Child Poverty Strategy 2014-2017](#) builds on the [2011 Strategy](#).

There have not been any revisions to the other strategies discussed above.

## 4.4 Inclusive Programmes for Young People

### Programmes for vulnerable young people

The Troubled Families programme, Life Chances Fund and Children's Social Care Innovation Programme all specifically target vulnerable young people.

In addition, all the strategies aimed at reducing social inequality (described in the article on '[Strategy for the Social Inclusion of Young People](#)') prioritise support for vulnerable young people.

The systems for providing formal and non-formal education, and youth justice, all have a central role to play in fostering social inclusion.

### **Troubled Families**

[Troubled Families](#) is a programme of targeted-intervention for families with multiple problems, including crime, anti-social behaviour, mental health problems, domestic abuse and unemployment. [Local authorities](#) identify 'troubled families' in their area and usually assign a key worker to act as a single point of contact. Central Government pays local authorities by results for each family whose situation they can show to have improved. It is scheduled to run until 2020. The programme is administered by the [Department for Communities and Local Government](#).

The House of Commons Library published a [briefing paper](#) on the programme in August 2016.

### **Life Chances Fund**

The [Life Chances Fund \(LCF\)](#) is an £80m fund provided by central government to help people in society who face the most significant barriers to leading happy and productive lives. It provides top up contributions to outcomes-based contracts involving social investment, referred to as [Social Impact Bonds](#) (SIBs). These contracts must be locally commissioned and designed to tackle complex social problems over six themes:

- drug and alcohol dependency
- children's services
- young people
- early years
- older people's services
- healthy lives.

Targeted policy callouts will invite applications to the themes across three staggered intervals. The fund launched in July 2016 and will run for nine years through to March 2025.

The use of SIBs should make it easier for voluntary, community and social enterprise organisations (VCSEs) to access the investment they need to increase the size of their project.

### **Children's Social Care Innovation Programme**

In 2013, the Department for Education launched the [Children's Social Care Innovation Programme](#), aimed at developing, testing and sharing effective ways of supporting children who need help from social care services. The programme is backed by £200 million of government funding. More information about the programme, and its main delivery partner, the Spring Consortium, can be found on the Innovation Unit [website](#). As part of the programme, funding amounting to £30 million was announced in July 2017 by the Department for Education. See '[Current Debates and Reforms](#)' for further information.

### **Youth justice system**

The [Youth Justice Board](#) oversees the youth justice system in England and Wales; its principal aim is to prevent offending. It is a non-departmental public body which was created by the [Crime and Disorder Act 1998](#).

The youth justice system in England and Wales is made up of a network of organisations that work together to administer justice and support children and young people. This network consists of:

- [youth offending teams](#) (YOTs) (multi-disciplinary teams which work young people that get in trouble with the law)
- local partnerships made up of partners from the police, probation services, local authority children's services and health services

- the police and the Crown Prosecution Service
- the courts and the judiciary
- secure accommodation providers.

There are various prevention programmes that work to keep young people, especially those who are vulnerable, away from crime. They are run within local communities, and can involve parents and families.

Participation is voluntary, and does not begin before the young person themselves and their parents or carers have confirmed they understand and agree to what will be expected of them. This is set out in an Intervention Plan. Many programmes are run by the relevant local authority's youth offending team or by other local organisations, such as youth charities.

Two of the main programmes are:

- Youth inclusion programmes (YIPs), for 8-to 17-year-olds, comprising activity-based social inclusion projects which usually last for about six months.
- Youth inclusion and support panels (YISP), which work with 8- to 13-year-olds to make sure they get access to local services that will help them stay out of trouble. Services can include getting extra help at school and access to appropriate medical treatment, or treatment for mental health problems.

There are also programmes which pair young people who are at risk with a mentor. The mentor can guide and support them in areas which may be sources of difficulty and concern; for example, their progress at school, relations with their peers (including bullying) and the transition from compulsory education to employment or further learning. Arranging for a young person to have access to a mentor can sometimes be more effective than sending them to join a group activity. A mentoring programme doesn't usually have a set time limit - a young person can be mentored for as long as is helpful, though the mentor will usually encourage the young person to set objectives and targets, which will determine the overall duration of the mentoring relationship. Mentors are not connected to the police or a school.

Usually, parents and families will be involved in helping a young person on a crime prevention programme. This could mean anything from attending classes with their child to just making sure the young person does what they are asked. Parents may also be given the opportunity to participate in a parenting programme.

In September 2015, a review of the youth justice system was announced. It examined evidence relating to what works to prevent youth crime and rehabilitate young offenders, and how this is applied in practice; how the youth justice system can most effectively interact with wider services for children and young people; and whether the current delivery models and governance arrangements remain fit for purpose and achieve value for money.

The [final report](#) was published in December 2016 with the main recommendations for improving the youth justice system falling under five key themes: more devolution in the system; improving young people's contact with the system; improving the experience of children appearing in court; improving the security of the schools attended by young offenders; and establishing new structures within Central Government to oversee the youth justice system.

## Education

For programmes within the education system aimed at vulnerable young people, see the section '[Educational support](#)' in the article 'Social inclusion through education and training' for further information.

## National youth strategy

The Government's ambition is to ensure all young people have the tools and opportunities they need to fulfil their potential, regardless of their background or life circumstances.

The Youth Policy team in the Office for Civil Society, within the [Department for Digital, Culture, Media and Sport](#) is responsible for national youth policy (namely out-of-school opportunities for young people). The aim of the Office for Civil Society team is to support this by ensuring that:

- high quality opportunities are provided for young people to build their skills and networks outside of school
- young people's voices are heard
- the value of youth services is advocated and by supporting the youth sector to adapt and transition to the tighter financial landscape, to ensure that they can continue to deliver high quality services for young people.

In November 2016, the Parliamentary Under Secretary of State for Civil Society [announced](#) that the Government is developing a new three-year youth policy statement.

## Local authority programmes for vulnerable young people

[Local authorities](#) have a youth support team (or similarly named group) responsible for supporting young people most at risk of not making a successful transition into adulthood. They are generally multi-disciplinary teams consisting of youth workers and family support, health and careers specialists, social workers, police and probation officers. They may offer advice, support and guidance in the following areas:

- health
- housing
- sex and relationships
- youth justice (see above).

Some of the services they provide are statutory duties for a local authority.

## Other programme providers

A number of charities provide services which target vulnerable young people to aid their social inclusion, including (but not limited to):

- [Action for Children](#), which provides practical and emotional support for young people to help them build the skills they need to successfully transition to adulthood.
- [Transitions UK](#), which supports disadvantaged young people aged 14 to 25 years to help them become healthy, happy and fulfilled adults.
- The [Fairbridge programme](#) (part of The Prince's Trust) which supports disadvantaged young people aged 13-25, by encouraging them to develop the motivation, self-confidence and skills they need to change their lives.

For further information, please visit each charity's website. The following section focuses on government programmes.

## Funding

Funding mechanisms are described where the programme / intervention is mentioned above.

## Quality assurance

Programmes focusing on young people's social inclusion tend to have built in evaluation and quality assurance procedures. For example:

- A comprehensive, independent audit of the first phase of the Troubled Families Programme was undertaken; the [final report](#) was published in 216 (Department for Communities and Local Government, 2016)
- The [Youth Justice Board](#)'s remit includes quality assurance. It has published [National Standards for Youth Justice services](#) and reports to the Department of Justice on compliance with these standards.
- Schools must account for how they spend their [Pupil Premium](#).

## 4.5 Initiatives promoting social inclusion and raising awareness

### Intercultural awareness

There are no central government initiatives that are aimed specifically at supporting young people's development of intercultural awareness, understanding and acceptance of other cultures. However, the stated aims of the National Citizen Service (NCS) (see the chapter on '[Voluntary Activities](#)') include creating:

a more cohesive society by mixing participants from different backgrounds. Equality, diversity and inclusion are especially important to NCS, because we want the 16 year old participants, and other people who support the local schemes, to represent a broad cross section of the local population. We need a broad cross-section of society to make sure that participants really do get a chance to mix with people from other backgrounds who they otherwise might not have met.

Intercultural awareness is also an integral part of the [school curriculum](#). All schools must provide a curriculum which is balanced, broadly-based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

### Young people's rights

#### Human rights

There are a number of pieces of legislation setting out rights which cover both young people and adults:

- The [Human Rights Act 1998](#) gives a clear legal statement of citizens' basic rights and fundamental freedoms.
- The [Equality Act 2010](#) extends previous equality legislation in order to protect the rights of individuals and advance equality of opportunity for all. Under the Act, the following are 'protected characteristics' (the categories to which the law applies): age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Protection from discrimination is valid in schools, colleges, work places, clubs, youth service, hospitals, and council services.
- The [Data Protection Act 1998](#) controls how an individual's personal information is used by organisations, businesses or government. The [Freedom of Information Act 2000](#) gives individuals the right to access recorded information held by public sector organisations. The [Information Commissioner's Office](#) provides advice for education providers on how to comply with the Data Protection and Freedom of Information Acts.

### Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

#### Prevent duty

The Prevent Duty is the duty placed on specified authorities (including [local authorities](#), early years providers, schools and higher and further education establishments) to have due regard to the need to prevent people from being drawn into terrorism. It has three specific strategic objectives:

- responding to the ideological challenge of terrorism and the threat posed by those who promote it
- preventing people from being drawn into terrorism and ensuring they are given appropriate advice and support
- working with sectors and institutions where there is a risk of radicalisation.

Specific guidance for [early years providers and schools](#) and [further](#) and [higher](#) education institutions is available. Prevent is one of four strands of [CONTEST](#) (the UK Government's 2011 counter terrorism strategy). It was made a statutory duty by the [Counter-Terrorism and Security Act 2015](#).

To assist implementation of the duty in Section 26 of the [Counter-Terrorism and Security Act 2015](#), the Home Office has produced a [Prevent e-learning training package](#). It contains introductory training and is aimed at the education sector. Models for other sectors are under development. It provides a foundation from which to develop further knowledge around the risks of radicalisation and the roles involved in supporting those at risk.

In addition, the Home Office maintains a catalogue of [PREVENT training courses](#).

### **Channel – a multi-agency approach to preventing radicalisation**

[Channel](#) is a police-led multi-agency approach, within the PREVENT strategy, to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities and statutory partners, as reflected on the Safeguarding Board: schools; health, police, youth offending services, youth services, children's social care and education. All partners are required to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The aim of Channel is to safeguard children, young people and adults, and to prevent them from being drawn into committing terrorist related activity. It aims to ensure that vulnerable children, young people and adults of any faith, ethnicity and background receive support before their vulnerabilities are exploited by those who want them to embrace terrorism and before they become involved in criminal terrorist activity.

The Channel guidance makes it clear that there is no single way of identifying who may be vulnerable to being drawn into terrorism. Contributory factors can include: peer pressure (including online, influence), bullying, crime against them or their involvement in crime, anti- social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

### **School resources**

The Government believes that an education that promotes fundamental British values will give young people the ability to challenge and resist the influence of extremist views. In November 2014, it published guidance on promoting British values for [local authority maintained schools](#) and [independent schools \(including academies and free schools\)](#).

From September 2015, [Ofsted](#), the Office for Standards in Education, Children's Services and Skills, the body responsible for school inspection in England, has had to assess the arrangements schools have in place to promote pupils' welfare and prevent radicalisation and extremism; full details are available in the [common inspection framework](#).

In July 2015, the Department for Education (DfE) published [a guide to help schools understand the techniques terrorist groups use on social media](#).

### **Higher education resources**

The Higher Education Funding Council for England ([HEFCE](#)) provides information for higher education institutions as they comply with their Prevent duties. This includes links to [resources and support material](#) and details of how HEFCE monitors [compliance](#).

## **4.6 Access to Quality Services**

### **Housing**

[Local authority](#) social service departments are responsible for supporting young people with housing needs. They support those under 16 years of age who are in conflict with their parents and feel forced to leave home and have a duty to provide accommodation for a young person who are homeless. The [Children Act 1989](#) considers a young person to be homeless if:

- no-one has parental responsibility for them
- they are lost or abandoned
- the person who has been caring for them is unable to continue to provide suitable care and accommodation
- they are risk if the local authority does not provide accommodation for them (applies to 16 and 17 year olds).

Almost all 16 or 17 year olds who have nowhere to live will be classed as 'in need' and receive support from the local authority social services department. Social services carry out a needs assessment to decide on the type of help the young person is entitled to.

While this decision is being made, social services must provide accommodation if the young person in question has nowhere else to stay. The type of provision made available depends on personal situation, what is available in the area and how much it costs. The accommodation offered could include a room in a hostel, foyer, Nightstop scheme or self-contained accommodation; details of each of these are provided below.

### **Hostels**

Emergency hostels for single homeless people provide purpose-built accommodation where they can stay for a short time. Some emergency hostels only provide accommodation for women, young people or those who have been sleeping on the streets for a long time.

### **Foyers**

[Foyers](#) offer affordable accommodation for young people, usually between the ages of 16 to 25, who are homeless or in housing need, and want to develop skills and prepare for living independently. Foyers vary in size and the amount of support they offer. Some are converted houses which can house up to 20 people. Others are in larger purpose-built hostels that can house up to 100 people.

Young people living in a foyer must sign up to an education and training programme based on the skills they already have and the type of work they are interested in doing. Foyers usually work closely with careers services and training agencies. Some foyers also have job clubs for non-residents. Many have arrangements with local employers who may be able to provide work experience, apprenticeships and eventually permanent jobs.

### **Nightstop schemes for young people**

[Nightstop](#) schemes provide free temporary accommodation for people aged between 16 and 25 in the homes of volunteer families usually for one night at a time. Homeless young people are provided with a private bedroom in a family home, an evening meal and breakfast. The young person can use all the facilities, including a washing machine, but will be asked to leave after breakfast.

Volunteers are checked and trained by [DePaul UK](#), a charity that works with young homeless people.

### **Self-contained accommodation**

In rare cases, homeless young people may be offered self-contained accommodation. If this happens, social services should also provide support to help with managing a

tenancy, advice on budgeting, paying bills, claiming benefits and being a good tenant and neighbour.

### **Housing benefit and Universal Credit**

[Housing benefit](#) is available to those on a low income. It provides help for all or part of an eligible applicant's rent. There is nothing to stop a young person claiming Housing Benefit, but the amount available to those under 35 with no children is restricted to bed-sit accommodation or a single room shared accommodation. This benefit has changed with the introduction of the Youth Obligation; see below for more information.

[Universal Credit](#) is a welfare benefit which began a phased introduction across the United Kingdom in 2013. It replaced six means-tested benefits and tax credits: income based Jobseeker's Allowance, Housing Benefit, Working Tax Credit, Child Tax Credit, income based Employment and Support Allowance and Income Support. It is only available to those over 18 (and under [state pension age](#)) who are not in full time education or training.

The main welfare programme for young people, introduced in April 2017, is the 'Youth Obligation' (YO). It supports 18- to-21-year-olds to gain the motivation, skills and experience to move into work. Young people on the YO are supported by the DWP's Jobcentre Plus network into sector based work academy places, traineeships and helped to apply for apprenticeships (see the article on '[Integration of Young People in the Labour Market](#)' for full details). Payment of welfare benefits is dependent on the young person taking part in a work placement or preparing to begin an apprenticeship or traineeship after six months.

Linked to this, since April 2017, the housing element of Universal Credit (or Housing Benefit if the claimant has not moved on to Universal Credit) is no longer being paid to young people age 18-21. The stated rationale is to ensure 'young people in the benefits system face the same choices as young people who work and who may not be able to afford to leave home'. The [Universal Credit \(Housing Costs Element for claimants aged 18 to 21\) \(Amendment\) Regulations 2017](#) specify the categories of young people who will be exempt from the removal of the housing costs element of Universal Credit. These exemptions include: those who may not be able to return home to live with their parents; certain claimants who have been in work for 6 months prior to making a claim; and young people who are parents. The House of Commons Library has published a [briefing](#) on the withdrawal of the entitlement from 18- to 21-year-olds.

### **Social services**

[Local authorities](#) are responsible for delivering social services for young people. In most authorities, they are provided under the following headings:

- children and young people
- health, well-being and adult social care.

The relevant strategies and initiatives are described throughout this chapter.

### **Health care**

Young people aged under 16 (or aged 16, 17 and 18 and in full-time education) are entitled to free prescriptions, dental treatment (including check-ups), eye tests and vouchers for glasses and free wigs and fabric supports (e.g. surgical brassiere). 16 and 17-year-olds who are not in full time education, but are on a low income, are entitled to free dental treatment and may qualify for support with other National Health Service treatments.

The Government commissions research into the health and well-being of 14-year-olds living in England which allows for comparisons over time. Results from the [Longitudinal Study of Young People Cohort 2: Health and Wellbeing at Wave 2](#) were published in July 2016. Two fundamental themes emerged from the study:

- Year 10 (age 14) students in 2014 were markedly more 'work focused' than their counterparts in 2005
- there were signs that the mental wellbeing of year 10 students – particularly that of girls – had worsened and that young people felt less control over their own destinies.

## Mental health

[CAMHS](#) (child and adolescent mental health services) are the NHS services that work with children and young people who experience difficulties in their emotional or behavioural wellbeing. They are multi-disciplinary teams, often consisting of:

- psychiatrists
- psychologists
- social workers
- nurses
- support workers
- occupational therapists
- psychological therapists (this may include child psychotherapists, family psychotherapists, play therapists and creative art therapists)
- primary mental health link workers
- specialist substance misuse workers.

Young people might be referred to CAMHS to help them deal with disorders or issues, such as anxiety; autism; behavioural problems; bullying; depression; eating disorders; obsessive compulsive disorder; psychotic disorders, including schizophrenia; and alcohol and substance abuse.

CAMHS are locally organised. The current commissioning arrangements for them are complex. They are commonly described as inpatient, community and universal services, although in some places an older 'four tier' model is still used. The tier model defined the system in terms of the services that provide the care. In practice, this has sometimes led to a focus on service boundaries meaning that children and young people have to fit the services, rather than the services fitting the changing needs of the child or young person.

The [Social Justice strategy](#) (Department for Work and Pensions, 2012) includes poor mental health as a cause of some of the behaviours displayed by some children who experience disadvantage. It outlines clear links between poor mental health and poor school attendance, and shows that effective treatment for mental health problems can lead to improved behaviour and attainment at school.

Such findings have led to a new plan for improving young people's mental health. Indeed, following a Ministerial Children and Young People's Mental Health and Wellbeing Taskforce, *Future in Mind* was published in March 2015 by the Department of Health. The report makes a number of proposals that the government wishes to see by 2020. These include:

- tackling stigma and improving attitudes to mental illness
- introducing more access and waiting time standards for services
- establishing 'one stop shop' support services in the community
- improving access for children and young people who are particularly vulnerable.

In line with these proposals, NHS England is developing a major service transformation programme over the five years to 2020 to significantly re-shape the way mental health services for children and young people are commissioned and delivered across all agencies. Further information is available from the mental health pages for children and young people pages of the [NHS England website](#).

## Financial services

There is no legal age limit for opening a bank account, but a bank manager can decide whether to allow a child or young person to open an account. It is a criminal offence to

send people under 18 years of age material inviting them to borrow money or obtain goods or services on credit or hire purchase. However, those between 14 and 18 years can enter into a credit or hire purchase agreement, if an adult acts as their guarantor.

It is possible to borrow money at any age, but access to loans may be limited because a lender will not usually be able to take a young person to court if they break the terms of a loan. This is because a contract entered into when one of the parties is aged under 18 is not considered legally binding. Under-18s can be added to an adult's credit card as an authorised user or may apply for prepaid cards, but they will not be given their own card.

### Money advisory service

The [Money Advisory Service](#) (MAS) was founded in 2010 as an independent body to help improve money management across the UK. Under the [Financial Services Act 2010](#), the service is responsible for promoting the benefits of financial planning and providing unbiased, free financial information and advice to members of the public. From 2012, the service also took on responsibility for funding and improving the quality of debt advice.

In early 2018, it will be replaced by a new money guidance body, merging the functions of the MAS with the Pensions Advisory services and Pension Wise.

MAS brought together a large number of stakeholders to draw up a strategy to improve financial capability across the UK. The [strategy](#), launched in October 2015, aims to improve people's ability to:

- manage money well, both day to day and through significant life events
- handle periods of financial difficulty.

It will focus on developing people's financial skills and knowledge, and their attitudes and motivation. This, combined with an inclusive financial system, can help people improve their financial wellbeing. The strategy sets a number of priorities to better support young people:

- Improve understanding of the different capabilities or barriers faced by post-school young adults in managing money and making key financial decisions
- Identify effective approaches to supporting young adults affected by welfare reform
- Identify effective approaches to support young adults impacted by changes to student finance both during their studies and after they graduate
- Trial financial capability interventions with leading employers of young adults.

The strategy discusses children in care, young care leavers, young careers, and young adults as vulnerable and in need of extra support to acquire financial capability. It also discusses the challenges faced by young adults as they transition towards independent living (between 16 to 18 and continuing to their mid-20s). Two of the key themes of the strategy relate to [children and young people](#) and [young adults](#).

### Financial Conduct Authority

The Financial Conduct Authority ([FCA](#)) is the independent financial regulatory body in the United Kingdom which is financed by charging fees to members of the financial services industry. It publishes a series of occasional discussion papers on specific issues relevant to the FCA's work. Two of these papers, although not focused on young people, are of interest here:

- [Access to Financial Services in the UK](#), which discusses barriers people face in accessing financial services.
- [Consumer Vulnerability](#), which aims to broaden understanding and stimulate interest and debate around vulnerability.

## Quality assurance

The services, described above, are monitored and evaluated to ensure they are of high quality and provide best value. Details of quality assurance processes, where they are made available, are included alongside the relevant service.

## 4.7 Youth Work to Foster Social Inclusion

### Policy/legal framework

Local authorities (LAs) have a statutory duty (under section 507B of the [Education and Inspections Act 2006](#)) to secure sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) and to improve their well-being. *Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being* (Department for Education, 2012) lists the youth work and other services that LAs should provide (so far as they are practically able) to improve the well-being of young people. This includes youth work and other activities that:

- connect young people with their communities, enabling them to belong and contribute to society, including through volunteering, and supporting them to have a voice in decisions which affect their lives
- offer young people opportunities in safe environments to take part in a wide range of sports, arts, music and other activities, through which they can develop a strong sense of belonging, socialise safely with their peers, enjoy social mixing, experience spending time with older people, and develop relationships with adults they trust
- support the personal and social development of young people through which they build the capabilities they need for learning, work, and the transition to adulthood – communication, confidence and agency, creativity, managing feelings, planning and problem solving, relationships and leadership, and resilience and determination
- improve young people's physical and mental health and emotional well-being
- help those young people at risk of dropping out of learning or not achieving their full potential to engage and attain in education or training
- raise young people's aspirations, build their resilience, and inform their decisions – and thereby reducing teenage pregnancy, risky behaviours such as substance misuse, and involvement in crime and anti-social behaviour.

However, it makes it clear that the Government does not prescribe exactly which services and activities for young people LA should provide. It also does not define a standard of service for young people.

### Main inclusive Youth-Work programmes and target groups

A duty (under section 507B of the [Education and Inspections Act 2006](#)) is placed on local authorities to promote the well-being of persons aged 13-19 by securing access for them to sufficient educational and recreational leisure-time activities and facilities so far as is reasonably practical. This age range rises to 24 years for those with learning difficulties. Local authorities are also expected to provide more targeted services for vulnerable young people. This includes teenage pregnancy advice, youth justice teams, drug and alcohol misuse services and homelessness support.

Details of other target groups and programmes are provided in the article on '[Inclusive Programmes for Young People](#)'.

### Youth work providers in the field of social inclusion for young people

The [National Youth Agency](#) (NYA) is an educational charity in England and Wales which works in partnership with a wide range of public, private and voluntary sector organizations to support and improve services for young people. The NYA's particular focus is on youth work and it validates youth work training courses.

A [list](#) of organisations offering qualifications at this level are available from the National Youth Agency.

## Training and support for youth workers engaged in social inclusion programmes

### Training

Most people enter youth work as either a volunteer or paid worker/apprentice and are typically called youth support workers. Youth support workers undertake training at level 2 or level 3 resulting in a certificate or diploma in youth work practice. This is a qualification for people who work with young people using principles and practices of youth work and non-formal learning. The level 2 is for the 16+ age group and the level 3 for the 18+ age group. The qualifications are provided by a range of awarding organisations. A [list](#) of the organisations offering qualifications at this level are available from the National Youth Agency. Youth work apprenticeships are also available.

When a youth support worker has a level 3 certificate in youth work practice, they may progress to a professional level youth work qualification:

- Graduate Diploma: two years full time (level 6) for example a Graduate Diploma Youth and Community Work
- BA (Hons): three years full time and part time equivalent (level 6), for example a BA (Hons) in Youth and Community Work or a BA (Hons) Working with Young People and Communities (Youth Work)
- Postgraduate Diploma: one year full time and part time equivalent – (level 7), for example a PG Dip in Youth Work
- MA: one year and part time equivalent – (level 7) for example an MA in Applied Anthropology and Community and Youth Work.

Note: The level is given in brackets indicates the position of the qualification on the [Regulated Qualifications Framework](#) (RQF). The levels can be mapped to the [European Qualifications Framework](#).

These courses are offered by universities or colleges of higher education. A training course will lead to qualified youth work status if it is recognised by the JNC and validated by the National Youth Agency (NYA). The NYA ensures the quality and further development of professional youth work training in England. It does this through validating and monitoring professional qualifications at universities and higher education institutions.

Training covers the general requirements of youth work and non-formal learning; there do not appear to be courses which focus solely on social inclusion.

### Support

The National Youth Agency provides a number of services to support youth work including a [resource library](#).

### Institute for Youth Work

The [Institute for Youth Work](#) (IYW) is a membership body for youth workers, providing a voice for their views and supporting members to reach the highest professional standards.

It provides a voice and advocate for the youth work profession and professional identity in the context of continued change and challenge. Its current priorities include:

- promoting educational pathways for youth work
- communication
- raising professional standards
- promoting youth work ethics and values, including safeguarding
- continued investigation of the viability and impact of a youth work register and/or license to practice
- building the recognition of youth work by other professions.

**TAG: Professional Association of Lecturers in Youth and Community Work**

[TAG: Professional Association of Lecturers in Youth and Community Work](#) is the main professional body for youth work educators in the UK and the Republic of Ireland. It represents the interests of academics, researchers and other educators in the field of youth and community work and currently has a membership of over 200 individuals at over 50 different institutions.

PALYCW resources include links to relevant publications and documentation supporting the professional validation of taught programmes in youth and community work.

**Financial support**

Mechanisms for financial support are described with the programme / initiatives in the sections above.

Although [local authorities](#) have a duty to secure sufficient services for young people aged 13-19 to improve their well-being, they are not provided with specific funding for youth work. They decide how much of the Revenue Support Grant (RSG) - the non-ring fenced funding provided to local authorities from central government, via the [Department for Communities and Local Government](#) - to allocate to them. LAs can also redirect funding from other non-ring-fenced areas, an example being council tax and other local sources. The amounts LAs redirect will vary depending on local circumstances.

Support for youth work trainees

Those undertaking youth work training are eligible for students support; see the section on '[Financial Support for Learners](#)' in the article on 'Higher Education Funding' in the Eurydice Network's description of the education system in England.

**Quality assurance**

The [National Youth Agency](#) (NYA) ensures the quality and development of professional youth work training in England. It does this through validating and monitoring professional qualifications at universities and higher education institutions.

As part of its role in monitoring qualifications, the NYA produces annual reports on validated training programmes for youth workers. As well as ensuring students receive a good standard of learning, the reports create a picture of the developing workforce and highlight changes and new developments. The most recent report was published for the 2014-15 year and is available on the NYA [website](#).

NYA also publishes [details](#) of the requirements higher education institutions must meet in order for their programmes to lead to the award of professional youth work qualifications.

Institutions providing youth work courses are also subject to sector based quality assurance regimes – see the articles about '[Quality Assurance in Higher Education](#)' and '[Adult Education and Training](#)' in the Eurydice Network's description of the education system in England.

**[4.8 Current Debates and Reforms](#)****Opportunity Areas**

In October 2016, the Government [announced](#) the launch of 'Opportunity Areas' which are to access to funding to address the biggest challenges they face. 'Opportunity areas', identified as having very low social mobility, involve local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and [local authorities](#) to ensure all children have the opportunity to reach their full potential.

The aim of each Opportunity Area is to build young people's knowledge and skills and to provide the best advice and opportunities for their development, in collaboration with organisations such as the Careers and Enterprise Company, the Confederation of British Industry, the Federation of Small Businesses, and the National Citizen Service.

Six more Opportunity Areas were announced in January 2017.

### **New youth strategy**

In November 2016, the Parliamentary Under Secretary of State for Civil Society [announced](#) that the Government is developing a new three-year youth policy statement.

### **Children's Social Care Innovation Programme**

In July 2017, funding amounting to £30 million was [announced](#) for 24 different projects as part of the Children's Social Care Innovation Programme. The funding will be used by these projects to develop, test and share effective ways of supporting children who need help from social care services.

## **5. Participation**

Although there is no overarching strategy document or action plan to increase young people's political and civil society participation, there are many opportunities for such participation, including through the UK Youth Parliament, local authority youth voice structures, youth panels and engaging in mock trials. These and other initiatives are described in this chapter.

Civic engagement is a live topic, with a House of Lords inquiry ongoing at the time of writing (October 2017). While this is not dealing exclusively with the participation of young people, young people's participation formed the subject of an evidence session which sought to find examples of best practice in promoting civic engagement amongst young people.

### **5.1 General context**

#### **Main concepts**

There is no official definition of youth participation. This article on participation adopts the following working definition:

Youth participation is a process whereby young people, as active citizens, take part in, express views on, and have decision-making power about issues that affect them.

In line with this definition, the UK Government's ambition is to ensure that all young people have the tools and opportunities they need to fulfil their potential, regardless of their background or life circumstances.

The [Department for Digital, Culture, Media and Sport](#) (DCMS) is the government department responsible for youth policy. The Office for Civil Society, which is located within DCMS, holds responsibility for charities, social enterprises and voluntary organisations and aims to ensure that:

- high quality opportunities are provided for young people to build their skills and networks outside of school
- young people's voices are heard
- the value of youth services is advocated and, by supporting the youth sector to adapt and transition to a tighter financial landscape, the sector will be able to continue to deliver high quality services for young people.

### **Institutions of representative democracy**

England is a constituent part of the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is a Parliamentary democracy which has a constitutional sovereign as Head of State.

Unlike the devolved administrations, Scotland, Wales and Northern Ireland, which were granted devolved powers in 1998, England has no separate government of its own.

Legislation for England is passed by the United Kingdom Parliament in Westminster, London.

Parliament is the legislature and the supreme legal authority in the UK which can create or end any law. Parliament consists of:

- the Sovereign (currently the Queen) in Parliament
- the appointed or hereditary House of Lords
- the publicly elected House of Commons.

The House of Commons is the lower house, where most of the work of Parliament is conducted. It is composed of 650 elected members, known as Members of Parliament (MPs), 533 of which represent English constituencies. Note, however, that a review of parliamentary constituencies is currently underway; proposals include reducing the number of elected members in the House of Commons to 600, with England being allocated 501 seats out of these. More information can be found on the Boundary Commission for England 2018 consultation [website](#).

The Prime Minister (generally the leader of the party with the largest number of seats in Parliament) selects a Cabinet of Ministers, and these, together with the civil servants working in government departments, form the executive.

The structure of local government varies across England:

- In some areas there are two tiers which have distinct functions, but overlap in some matters; these are known as county councils and district, borough or city councils.
- In other areas, unitary authorities carry out all local government functions. There are three main types: unitary authorities in areas outside the main conurbations; London boroughs; and metropolitan boroughs.

Information on the structure and functions of local government in England is provided by the 2016 House of Commons Library Briefing Paper [Local Government in England: Structures](#).

Voting is not compulsory in the UK, although the issue has been discussed in the context of falling rates of turnout, as highlighted in a 2015 [House of Commons Library Briefing Paper](#).

The first-past-the-post system, a simple plurality system in which each constituency across the UK returns one MP, is used to elect MPs to the House of Commons and for local elections. The Closed Party List system is used to elect Members of the European Parliament. Details of these different voting systems can be found on the [UK Parliament website](#).

Voting can take place in person, by ballot; by post; or, in certain circumstances, by proxy.

Further details on ways of voting are on the [GOV.UK](#) website.

## **5.2 Youth participation in representative democracy**

### **Young people as voters**

A person must be 18 or over to vote in all types of election in England. This applies also to referendums. A person must register in order to be able to vote and is then placed on the electoral register (also known as the electoral roll). Registration to vote may take place from the age of 16. This may be done [online](#).

There are no special provisions in the electoral rules for young people or specific groups of young people, although students who are at university or college in a different area (called a constituency) to their home address can register in both constituencies. They may only vote in one of these constituencies at a general election, but if the home and

university addresses are in two different [local authority](#) areas, they may vote in local elections in both.

### European Parliament election

Data from the [Electoral Commission](#) show that the overall turnout in the 2014 European Parliament election was 35.5 per cent in England (35.6 per cent in the UK as a whole). No age breakdown is available.

### Local elections

Local elections are held at different times for different local council areas. Overall [turnout](#) for those local elections held in England in 2016, was 33.6 per cent. No age breakdown is available.

### Referendum on membership of the European Union

According to the Electoral Commission, overall turnout in the referendum held on 23 June 2016 on the UK's membership of the European Union was 72.2 per cent. It was widely [reported](#) in the media that the turnout for 18-24-year-olds was 64 per cent.

### UK General Election

In the 2017 General Election, according to [research](#) conducted by Ipsos MORI overall turnout in the UK was 63 per cent. According to [data](#) published by Yougov, which based their findings on a survey of over 52,000 adults, amongst young people who were first time voters aged 18-19, the turnout was 57 per cent; amongst young people aged 20-24, the turnout was 59 per cent; and amongst people aged 25-39, the turnout was 64 per cent. Young people are less likely to register to vote. A study by the Electoral Commission found that one of the main drivers of lower levels of completeness of the electoral registers in 2015 remained age:

Age	Completeness
65+	96 per cent
55-64	93 per cent
45-54	90 per cent
35-44	82 per cent
25-43	70 per cent
20-24	67 per cent
18-19	65 per cent
16-17	45 per cent

Young people, who are more likely to move frequently from one address to another, are less likely to be registered.

Young people, who are more likely to move frequently from one address to another, are less likely to be registered.

The lowest rate of registration is in the category known as 'attainers' (16-to 17-year-olds who will reach the voting age within the twelve-month period starting on 1 December after they make their application to register). For the 18-19 year olds, there was also a statistically significant drop of nine percentage points since the previous year. This is associated with the transition, in June 2014, to a system of individual electoral registration (IER), replacing the previous 'head of household' registration system.

### Young people as political representatives

There is no legislation governing young people as members of political parties. The age at which they can join, other eligibility criteria and the benefits of membership are matters for the parties' own rules.

According to data quoted in the House of Commons Library briefing paper [Membership of UK Political Parties](#), between April 2004 and April 2013, 26 per cent of those sampled

who were under 35 stated support for a given political party, compared to 34 per cent in the 35-54 age group and 39 per cent in the 55+ age group.

### **Young people as candidates**

Candidates for European and UK Parliamentary elections and for local elections must be 18 years old or over. There are no quotas for young people.

Of the Members elected to Parliament in [2017](#), 52 per cent (339) were aged over 50. The number of MPs aged under 30 increased to 14 (2.02 per cent), compared to 13 (2.0 per cent) in 2015, the highest proportion ever other than 15 in 2010 (2.3 per cent).

There are no functions reserved for young people.

According to a [survey](#) published by the National Foundation for Educational Research (NFER) in 2013, local councillors had an average age of 60.2. There were 106 (0.6 per cent) councillors under the age of 25. There were 298 (1.7 per cent) in the 25-29 age group.

## **5.3 Youth representation bodies**

### **Youth parliament**

The UK Youth Parliament ([UKYP](#)) was launched at the House of Commons in July 1999. It is a UK-wide initiative run by the British Youth Council ([BYC](#)).

Any young person aged 11-18 can stand for election. Each local authority (LA) across England represents a UKYP constituency. Each constituency has a minimum of one Member of the Youth Parliament (MYP) elected as a representative to UKYP. The numbers of MYPs in each constituency depend upon the numbers of young people in that area, e.g. Warwickshire has four MYPs, whilst Southampton has only one. There are over 364 elected MYPs. An MYP must stand down on his/her 19th birthday. The term of office is one year.

All MYPs meet once a year at the UK Youth Parliament Annual Sitting.

UKYP aims to give young people a voice, which will be heard and listened to by local, regional and national government, providers of services for young people and other agencies who have an interest in the views and needs of young people. As well as the Annual Sitting, there is a Sitting in the House of Commons, regional meetings, dialogue with Ministers and Opposition spokespeople and inputs to policy and programme development. There is a rolling programme of activities, events, campaigns and projects across the year.

The annual debate in the House of Commons chamber is chaired by the Speaker of the House of Commons. MYPs debate five issues chosen by a '[Make Your Mark](#)' ballot of young people from across the UK, and then vote to decide which two issues should become their priority campaigns for the year ahead. 'Votes for 16 and 17 year olds in all public elections and referenda' was chosen as the national (UK-wide) campaign for 2017.

On 20 January 2016, the Minister for Civil Society announced continued funding until 2020 for the British Youth Council, in support of its 'Youth Voice' initiative, one strand of which is the UK Youth Parliament.

As Members of the Youth Parliament are elected from [local authority](#) areas, they also receive support and funding from local authorities' budgets.

### **Youth councils and/or youth advisory boards**

There is a variety of structures representing young people at a local level. Local authorities are encouraged to operate youth voice vehicles, which allow young people to have their say on issues. Many local authorities do have such bodies, and these can include shadow youth councils, young mayors, young inspectors, young citizens panels etc. It is up to the local authority to decide what structures to put in place.

These bodies can be run on either a contracted out basis or by local authorities themselves.

Around the beginning of each year, many local authority youth voice vehicles run local elections, in which young people are voted into positions as representatives of the youth population in that area.

### Higher education student union(s)

The National Union of Students ([NUS](#)) is a voluntary membership organisation. It is a confederation of around 600 students' unions, amounting to more than 95 per cent of all higher and further education unions in the UK. Through the member students' unions, which are constituted under the [Education Act 1994](#), it represents the interests of more than seven million students.

NUS UK is governed by a combination of National Conference, the National Executive Council and the NUS UK Board with a leadership network made up of elected representatives, appointed trustees and permanent staff.

[National Conference](#) is the head policy making body of NUS UK. Delegates are elected from each local students' union that is an affiliated member of NUS to represent students' views on a National level.

The [National Executive Council](#) is the interim policy making body between meetings of National Conference for issues which need addressing. It is also the main scrutiny and accountability body for NUS officers and work carried out under the policy zones (see below).

The [NUS UK Board](#) is responsible for the management and administration of NUS UK. It provides direction for the long term plans of the organisation.

The [National President](#) is the national voice of students and is the chair of the three bodies above.

The activities of the NUS cover five policy zones:

- welfare
- further education
- higher education
- union development
- society and citizenship.

The role of each zone is to lead a portfolio of work, enable in-depth and wide ranging research and discussion on issues important to students, and deliver campaigns and work programmes relevant to that area. Each zone is led by a vice president elected at the NUS National Conference and a committee elected at the Zone Conference held in late October.

In addition to policy zones there are four liberation campaigns that exist autonomously within NUS: disabled students; lesbian, gay, bisexual and trans students; black students; and women. These liberation campaigns host their own annual conference and determine their own policy.

Students' unions are usually [funded](#) in one, or a combination, of the following ways:

- per capita union fees – an amount paid per student, which may come from the college or university
- block grant - a lump sum, usually paid in termly instalments, generally paid by the college or university itself.

The NUS itself is funded through the fees paid by the member students' unions to affiliate themselves.

### School student union(s)

There is no top-level body representing secondary school students. Whilst the Government has powers to prescribe regulations for school councils, it has so far preferred encouragement to prescription and it is up to individual schools to decide how to involve students in the life of the school. School Councils, representative groups of students who have been proposed and elected by their peers to represent their views and raise issues with the leadership and governors of the school are common, but not formally organised into networks.

See '[Non-formal and informal learning](#)' for further information.

### Other bodies

The [British Youth Council](#) works to empower young people and promote their interests at a local, national, European and international level; and to promote the increased participation of young people in society and public life (see '[Actors](#)' in the article 'Young people's Participation in Policy-Making').

## 5.4 Young people's participation in policy-making

### Formal Mechanisms of Consultation

The United Kingdom is a signatory to the United Nations Convention on the Rights of the Child ([UNCRC](#)). Article 12 of the UNCRC affirms that:

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

In practice, this involves an emphasis on consulting young people and encouraging their involvement in local democratic processes and decision making.

Specific reference to Article 12 of the UNCRC is made in 2012 [statutory guidance](#) issued by the Secretary of State for Education under Section 507B of the [Education and Inspections Act 2006](#). This relates to local authorities' duty to secure services and activities for young people aged 13 to 19, and those with learning difficulties to age 24, to improve their well-being.

The guidance states that local authorities:

...must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them, in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). They should establish and maintain structured arrangements for doing so. To inform continuous improvement, these arrangements should enable young people to inspect and report at least annually on the quality and accessibility of provision. As appropriate they should also be involved actively in service design, delivery and governance. Young people should receive the support they need to participate, ensuring representation of the full diversity of local young people, and those who may not otherwise have a voice.

Consultations may take place through the representative bodies dealt with in '[Youth representation bodies](#)', but a variety of other methods is also used, including online consultations, focus groups, street interviews and surveys. The use of social media has become increasingly common in consultations, as this is regarded as a particularly suitable means of engaging young people's interest.

Revised general [consultation principles](#) issued by the [Cabinet Office](#) in January 2016 for use by government departments, advised them to:

Consider whether informal iterative consultation is appropriate, using new digital tools and open, collaborative approaches. Consultation is not just about formal documents and responses. It is an on-going process.

The Cabinet Office stated its own intention to 'use more digital methods to consult with a wider group of people at an earlier stage in the policy-forming process'.

The Department for Education issued [statutory guidance](#) on listening to and involving children and young people in 2014.

Consultations are ad hoc, rather than following a fixed schedule.

### Actors

[Youth representation bodies](#), youth organisations, young advisors/experts and individual young people, may all be involved in consultations.

The main public authorities involved are government departments, government agencies and local authorities. Also playing a role are:

### Children's Commissioner for England

The post of [Children's Commissioner](#) was established under the [Children Act 2004](#) which gave the Commissioner responsibility for promoting awareness of the views and interests of children. The [Children and Families Act 2014](#) strengthens the remit, powers and independence of the Commissioner and also strengthens the Commissioner's responsibilities towards children in care and other vulnerable groups.

The Commissioner is responsible for the rights of all children and young people until they are 18- years- old, or 25 years if they have been in care, are care leavers or have a disability.

Some of the ways the Commissioner involves children and young people in its work are:

- Research: This is based on what children and young people say. The Commissioner and staff consult children and young people who have experience or knowledge of particular issues, both individually and in groups. Their views inform the Commissioner's decision-making and recommendations.
- Young people advisory groups: among the groups is Amplify, an advisory group of 30 young people aged from 11 to 18 years. Amplify has three whole group meetings a year and smaller groups meet to advise the Commissioner or to work on specific issues.
- Young expert groups: there are two young expert groups - one for children with care experience and one for the Commissioner's communications work.
- Participation Network: this is made up of organisations, services and groups that directly work with children and young people and promote Article 12 of the UNCRC. It includes schools, colleges, youth groups, children in care councils and voluntary and community organisations. The Commissioner ensures that groups that support disabled children and young people, those seeking asylum or who have been in trouble with the law, are included.

### The All Party Parliamentary Group (APPG) on Youth Affairs

The [All Party Parliamentary Group \(APPG\) on Youth Affairs](#) is one of a number of informal groups of Members of both Houses of Parliament with a common interest in particular issues. The APPG on Youth Affairs is coordinated by the [British Youth Council](#) and exists to: raise the profile of issues which affect and concern young people; encourage dialogue between parliamentarians, young people and youth services; and encourage a coordinated and coherent approach to policy making on youth affairs.

The group has around 70 members and meets several times throughout the year, often inviting a Minister to join it.

## British Youth Council

The British Youth Council ([BYC](#)) is an independent UK charity run for and by young people which works to empower young people and promote their interests at a local, national, European and international level; and to promote the increased participation of young people in society and public life. BYC has secured government funding until 2020 to support its '[Youth Voice](#)' initiative, which includes the Youth Parliament (see '[Youth parliament](#)').

BYC is a membership organisation, bringing together approximately 230 separate organisations that work with young people locally, nationally and internationally. BYC provides a range of youth participation services to young people in England so they can influence public decision making at a local and national level. As well as the Youth parliament, these activities include:

- [Youth Select Committee](#) – annual inquiries (mirroring the organisation of House of Commons Select Committees) into issues that young people care about to influence policies.
- [Young Mayor Network](#) - a body that gives directly-elected young mayors the chance to support each other and come together.
- [Local Youth Council Network](#) - local youth councils are forums that represent the views of young people at a local level.

## Information on the extent of youth participation

There is no central source of data or statistics on the level of young people's participation in policy consultations.

Good practice in involving hard-to-reach groups includes making consultation documents available in different language versions or in children and young people's versions. An example of this is a young people's [call for evidence](#) from a consultation run in February and March 2016 on peer support and emotional well-being. Suggestions for good practice at local level are included in the Local Government Association [guide to engagement](#).

In January 2016, the Cabinet Office issued updated general [consultation principles](#) for use by other government departments and stated:

We will use more digital methods to consult with a wider group of people at an earlier stage in the policy-forming process. We will make it easier for the public to contribute their views, and we will try harder to use clear language and plain English in consultation documents.

## Outcomes

In 2016, a total of 978,216 young people from the UK took part in the annual '[Make Your Mark](#)' ballot. The ballot decides what Members of the UK Youth Parliament should debate and vote on to be their campaign for the coming year. See '[Youth parliament](#)' for further information.

The national campaigns chosen through the ballot produce national outcomes as well as local outcomes. For instance, the Youth Select Committee produces a report on the national campaign topic, which then receives a formal Government response. A number of the 2016 Youth Select Committee's recommendations on the topic of racism and religious discrimination were [positively received](#) by the Government in 2017.

In a December 2014 House of Commons debate on Youth Service Provision, a number of Members of Parliament provided details of how their constituencies have increased the consultation of young people and how this has impacted on youth service provision. Details are available in the [Hansard record of the debate](#) (it begins towards the end of the page).

Consultation feedback is usually in the form of a published government response to the consultation or a commissioned analysis. Feedback on how responses will contribute to

policy-making may also be provided through relevant organisations involved in the consultation. In some cases, a specific version of the response is issued for children and young people, which focuses on their participation.

### **Large-scale initiatives for dialogue or debate between public institutions and young people**

The Children's Commissioner organises an annual '[Takeover Challenge](#)' in which organisations across England open their doors to children and young people to take over adult roles. Takeover puts children and young people in decision-making positions and encourages organisations and businesses to hear their views.

An estimated 45,000+ children and young people across England took over in 1000 organisations as part of Takeover Challenge 2016. This included the '[Whitehall Takeover](#)', in which 100 children in the care of local authorities and care leavers were handed the reins. Twenty-two Secretaries of State and Ministers in departments ranging from Ministry of Justice and the Home Office to the Foreign Office, as well as hundreds of MPs, 14 Permanent Secretaries and the highest ranking senior servants, all took a back and put children in charge.

Children and young people represented Ministers at top meetings, worked with civil servants on new policies, asked the questions that mattered to them and spoke at high profile events.

NHS (National Health Service) England has a [Youth Forum](#) which aims to provide a voice for young people. It is made up of up to 25 Young People recruited from all over the country and linked in to a Facebook network of hundreds more young people. The young people work in partnership with NHS England, Public Health England and the Department of Health to improve health services for young people.

A further initiative is 'Skype the Speaker' (see the section on '[e-participation](#)').

## **5.5 National strategy to increase youth participation**

### **Existence of a national strategy to increase young people's political and civil society participation**

There is no overarching strategy document or action plan to increase young people's political and civil society participation. The Government is, however, committed to encouraging young people to get involved in all forms of social action. Participation is seen as a way to develop vital skills for life and work, as well as having a positive impact on local communities.

The strategy, therefore, is to create a social action journey for young people. The elements of this, include the #iwill social action campaign and the National Citizen Service, both of which aim to provide young people with skills for citizenship and community engagement, and which could be considered as a facilitator of political and civil society participation. These, and other initiatives, are dealt with in '[National Programme for Youth Volunteering](#)'.

#### **Scope and contents**

Not applicable

#### **Responsible authority for the implementation of the strategy**

Not applicable

#### **Monitoring and evaluation**

Not applicable

#### **Revisions/Updates**

Not applicable

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

There is no government-level policy framework specifically for youth organisations.

The framework for the operation of youth organisations and their relationship with government is governed by the overall framework of the [Compact](#), the 2010 agreement between government and the [voluntary and community sector](#) (often referred to as Civil Society). It sets out a way of working that aims to ensure that the government works effectively in partnership with the voluntary and community sector to achieve common goals and outcomes for the benefit of communities and citizens in England. All government departments are signed up to the Compact.

In 2013, Compact Voice, which represents the voluntary sector on the Compact, and the Office for Civil Society, [announced](#) a joint action plan which set out clear activities to strengthen the use of the Compact across government departments. Its implementation across government is overseen by the Office for Civil Society, which supports the Minister for Civil Society who holds policy responsibility for developing a stronger civil society. They, in turn, are part of the Department for Digital, Culture, Media and Sport ([DCMS](#)). Prior to July 2016, the Office for Civil Society was part of the [Cabinet Office](#).

There is a great variety of youth organisations of different sizes and governance arrangements, although many operate as charities, under the [Charities Act 2011](#) (see '[Financial Accountability](#)').

### Public financial support

In addition to the Revenue Support Grant given by the Government to [local authorities](#) from which they fund their youth activities (see '[How youth policy is funded](#)'), the Government also provides grant funding to external organisations and activities that address its policy priorities. In a climate of control of public spending, there has been a reduction in such government grant funding and recipients of grants are expected to show that they have alternative financing arrangements in place and that they are sustainable in the longer term.

The current government policy focus on social action, defined as 'people coming together to help improve their lives and solve the problems that are important in their communities' extends to involving young people in social action. A government [policy paper](#), issued in July 2016, sets out the main means through which the Cabinet Office (responsibility has since transferred to the Department for Digital, Culture, Media and Sport) supports organisations to involve young people in social action:

- the [National Citizen Service](#) (see '[Youth volunteering at national level](#)') which presents youth organisations with a wide range of opportunities and benefits
- the Youth Social Action Fund (see '[Initiatives to increase the diversity of participants](#)'), as part of the [#iwill](#) campaign
- funding provided to the [British Youth Council](#) (see '[Actors](#)' in the article 'Young People's Participation in Policy-making').

The [Myplace](#) programme ran from 2008-2013. This provided grant funding for the development of youth centres (some of them multi-site) in some of the most deprived areas of England. There is not currently any funding (capital or revenue) from central government for such facilities for young people.

### Initiatives to increase the diversity of participants

In July 2015, the Minister for Civil Society [announced](#) a new round of funding for organisations working with young people through the Youth Social Action Fund, part of

which would be aimed at redressing the lower participation rate of young people from lower socio-economic groups in social action. There is a focus on deprived and rural areas of the country. Details of the awards under the current funding round were [published](#) in December 2015.

From 2014 to March 2016, a stream of government funding was available for uniformed youth organisations called the [Uniformed Youth Social Action Fund](#). This was delivered through the [Youth United Foundation](#) and was aimed at creating specific opportunities for young people facing barriers to engaging in social action to join uniformed youth organisations. These young people were being excluded due to a range of circumstances, which included, but were not limited to: young people with disabilities, young offenders in prison, young people in hospital, [looked after](#) young people (in the care of the local authority), young people from certain religious groups, or young people living in particular communities such as traveller communities, migrant populations, or isolated rural communities.

Note that in October 2016, an evaluation of the Uniformed Youth Social Action Fund 1 and 2 was [published](#), which examined the impact of youth social action on those individuals the activities aimed to benefit and key findings derived from a number of social action case studies.

In December 2016, the Minister for Civil Society [announced](#) the launch of a review into young people's participation in social action and the barriers and opportunities the organisations supporting young people face. See '[Current debates and reforms](#)' for further information.

## **5.7 “Learning to participate” through formal, non-formal and informal learning**

### **Policy Framework**

All maintained schools must meet the requirements set out in section 78 of the [Education Act 2002](#) and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Academies are subject to the same requirements under [The Education \(Independent School Standards\) \(England\) Regulations 2010](#).

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. These, as set out in the Government's 2011 '[Prevent](#)' strategy are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

From 1 July 2015, a wide range of public-facing bodies, including all schools, colleges and universities, became subject to the 'Prevent' duty became law. This is a duty to have due regard to preventing people being drawn into terrorism. Specific guidance (England and Wales) for [early years providers and schools](#) and [further education institutions](#) and [higher education institutions](#) is available.

Under the [Teachers Standards 2011](#), teachers must demonstrate that they are not undermining fundamental British values.

The Department for Education issued [guidance](#) in 2014 on promoting British values in schools as part of their pupils' spiritual, moral, social and cultural (SMSC) development.

Ofsted, the inspectorate, must consider pupils' SMSC development when forming a judgement of a school or college. Ofsted's [inspection handbook](#) sets out how schools are assessed in relation to pupils' SMSC development. The outcomes which will be used to evaluate SMSC development include:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

### Formal learning

Citizenship is a compulsory subject only at Key Stages 3 and 4 of full time compulsory education for 11-16-year-olds, where it is taught as a discrete subject.

Education for 16-19-year-olds is qualification-led rather than curriculum-led and the [National Curriculum](#) does not apply to post-compulsory education. In post-compulsory full-time secondary education, aspects of citizenship education may be embedded in the general objectives and values of the education system (see '[Policy Framework](#)'), but there are no requirements for subject-based citizenship teaching.

The qualification most commonly taken by 16-19-year-olds is the General Certificate of Education Advanced Level ([A Level](#)).

Currently, one exam board, AQA, offers an A Level in [Citizenship Studies](#), but there are no plans to continue this beyond 2018.

The A Level course in Citizenship Studies builds on the programmes of study in general lower secondary education. According to the [specification](#) for the A Level qualification, students will be able to use and apply their citizenship knowledge developed throughout the course to:

- communicate and articulate different views, ideas and perspectives
- advocate, negotiate, plan, make decisions and take action on citizenship issues
- select, interpret, analyse and evaluate information to construct reasoned and coherent arguments, make decisions, propose alternative solutions and form conclusions
- work with others, using problem solving and critical approaches to the issues, problems and events.

Underpinning the course of study is the requirement for students to be actively engaged in a range of citizenship activities, which can take place in the classroom, in school,

college or within the wider community. Students may work as individuals or in groups, and the activity can be linked to local, national or global issues as appropriate.

The amount of time to be spent on the subject is not prescribed.

There are also vocational qualifications available which cover aspects of citizenship, for example the [Certificate in Public Services](#) which includes a unit in citizenship and diversity and the [Certificate of Personal Effectiveness](#) which offers a module in citizenship and community.

**Note:** Full-time education is compulsory for all young people up to the age of 16. Young people must then opt to do one of the following until the age 18:

- stay in full-time education, for example at a college
- start an [apprenticeship](#) or [traineeship](#)
- spend 20 hours or more a week working or volunteering, while in part-time education or training.

### Non-formal and informal learning

The [Education Act 2002](#) gave the Government powers to prescribe regulations for school councils by order but it has so far preferred encouragement to prescription. Encouraging the involvement of students is underpinned by the general principles of the United Nations Conventions on the Rights of the Child (UNCRC), and Article 12 in particular, which the Government has regard to (see '[Formal Mechanisms of Consultation](#)').

In statutory [guidance](#) issued in 2014, the Department for Education identified one of the benefits of involving children and young people in decisions that affected them as being that:

It encourages pupils to become active participants in a democratic society - by holding youth parliaments and school councils which develop skills such as co-operation and communication and encourage them to take responsibility.

[Research](#) published in 2007 and carried out for the then Department for Children, Schools and Families found that nearly all (up to 95 per cent) of schools in England and Wales had a school council. It is up to individual schools to decide whether or not to set up a school council, what form it should take and what powers it should have.

School councils are only one of the possible means of involving students. Schools use surveys and questionnaires on particular issues, or regular general consultation across the school, as well as formal meetings between pupils and staff, pupils and the head and pupils and governors.

The Association for Citizenship Teaching, the professional subject association for citizenship, offers a continuous professional development (CPD) [module](#) in 'Student Voice and Citizenship'.

Other initiatives/programmes for developing young peoples' social and civic competences include:

- the National Citizen Service
- the Duke of Edinburgh's Award
- #iwill
- the Discovering Democracy Award
- Mock trials.

The **National Citizen Service (NCS)** is a government-backed initiative that brings together young people aged 15 to 17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility with a view to creating a more cohesive, responsible and engaged society (see '[National Programme for Youth Volunteering](#)' for details of the scheme). Schools and colleges are encouraged to promote NCS to their students as schools and colleges can work with NCS providers to help students develop the skills that will support their economic and social participation.

Government backing means that involvement in NCS brings no extra costs to schools or colleges. Each participant pays a contribution of up to £50 and bursaries are available on a case by case basis. Support is provided for young people with additional needs.

Note: in 2017, the National Audit Office [published](#) its inquiry into the National Citizen Service, its cost and the number of participants it has been able to recruit. As of October 2017, the Government had yet to publish its response to the report. For further information, please see '[Current debates and reforms](#)'.

The **Duke of Edinburgh's (DofE) Award** programme is a youth achievement award for 14- to 24-year-olds, aimed at fostering social and employability skills. Schools, colleges, universities, youth centres, youth organisations and businesses may become involved in running the programme. Participants are aged 14 to 24 and complete a programme of activities in four or five sections that involve, among other things, helping the community or the environment.

**#iwill** is the national campaign youth social action. It is supported by HRH The Prince of Wales and run by the Step Up to Serve charity. Through collaboration and partnership, it promotes the benefits of youth social action, with the aim of involving as many 10- to 20-year-olds as possible by the year 2020. #iwill asks for pledges of support from education providers, employers and business leaders, the voluntary sector and public bodies in this work. Details of this are set out in its [pledge](#) guidance document. (See '[National Programme for Youth Volunteering](#)') for further details.

The government-funded [Discovering Democracy Award](#), run by the British Youth Council, was launched in September 2015. It is an award to recognise exemplar secondary schools which prepare their students to be full and active participants in democratic life from a young age.

The Bar Mock Trial Competition offers students in years 10 to 13 (ages 14-17) the opportunity to take part in criminal mock trials in real courts. Students take on the roles of barristers and witnesses and present their case against teams from other schools. Their performances are judged by Circuit Judges, Recorders and senior barristers or advocates who volunteer their time. The competition is run by the [Citizenship Foundation](#) and sponsored by the General Council of the Bar of England and Wales, the four Inns of Court and the local Bar Circuits. It has been running since 1991. In that time, more than 53,000 young people have participated in the competition. Further information on the [competition](#) is available from the Citizenship Foundation.

## Partnerships

Local authorities (LAs) have a statutory duty (see the article on '[National Youth Law](#)') to secure sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) and to improve their well-being. They may provide in-house services, partner with other organisations or commission services. While partnerships are encouraged it is a matter for individual LAs as to what partnerships they engage in.

Funding of any partnerships is through the general budgets of schools and local authorities and not through specific funds.

## Youth work and education

At school level, a National Youth Agency [Commission](#) into the role of youth work in formal education found in 2013 that forward thinking schools and academies value their role as a hub for the whole community. However, this still represents the minority of schools and there is much scope for greater collaboration between both [education and youth] sectors. In keeping with the Government's localism agenda, there is no uniform, national picture of engagement between them across the country. Increasing numbers of academies means also that autonomy at school level is increased.

The Commission also found that while youth workers were engaging with formal education in a variety of ways, there was a move towards increasingly targeted provision for the most vulnerable young people and away from 'open access' provision.

Typical areas of youth work activity in schools include:

- drop-in programmes
- participation work
- one-to-one support
- advice and guidance
- delivery of Personal, Social and Health Education (PSHE) and Sex and Relationship Education (SRE).

### Quality assurance/quality guidelines for non-formal learning

Among the criteria by which schools are evaluated by the inspectorate Ofsted, as set out in its inspection [handbook](#), are:

- the social development of pupils as shown by their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- the cultural development of pupils as shown by their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Participation in schemes such as the Duke Of Edinburgh's award (see Non-formal and informal learning above) can provide [evidence](#) of how these competences are being developed. Similarly, [further education and skills](#) providers will be judged on how teaching promotes learners' spiritual, moral, social and cultural development. In making judgements under the 'personal development, behaviour and welfare' category, inspectors evaluate:

the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain.

### Educators' support

The [Five Nations Network](#) supports sharing of practice in education for citizenship and values in England, Ireland, Northern Ireland, Scotland and Wales. The network is managed by the [Association for Citizenship Teaching](#) and offers workshops, conferences and funding for small research projects.

The Association for Citizenship Teaching ([ACT](#)) is the subject association for citizenship. It is a membership organisation for teachers and others involved in citizenship education. It is the main provider of professional development and networking opportunities, including professional development days, training, an annual conference and tailored programmes of school-based CPD.

An extensive range of citizenship [CPD modules](#) is freely available on ACT's website, as well as teaching [resources](#).

ACT also awards a quality standard for citizenship education and a quality mark for citizenship teaching resources.

In 2013, Subject Expert Advisory Groups were set up to provide independent, strategic advice on the implementation of the revised National Curriculum in schools. These groups are recognised by the Department for Education.

The [Citizenship Subject Expert Group](#) comprises teachers from primary and secondary schools, the Association for Citizenship Teaching (ACT), the [Citizenship Foundation](#), the Parliamentary Education Service, [pfeg](#) (Personal Finance Education Group), higher education and Initial Teacher Education. Ofsted are also represented at meetings.

The Expert Group has compiled a list of [resources](#) for teachers, including resources for post-16.

The Citizenship Foundation has developed a collection of [teaching resources](#) for different stages of education, including for the 16-19-year-old category.

The UK Parliament's [Education Service](#) provides free [training and support](#) for trainee teachers and teachers of political literacy-related subjects. Training may be offered via webinars or in schools. Seminars and other CPD events are also held at Westminster as well as courses for trainee teachers and placements. There is also a [Teachers' Institute](#) residential.

Teaching [resources](#) and lesson plans are also available on the website. The '[Parliament Explained](#)' podcast, produced by the UK Parliament, is a series of six episodes explaining what Parliament is, how it scrutinises the work of the government and how people can get involved with its work. Note, however, that the podcast is not specifically aimed at young people.

The Government has developed an '[Educate Against Hate](#)' website with advice and resources to protect children against extremism and radicalisation.

## **5.8 Raising political awareness among young people**

### **Information providers / counselling structures**

The Office for Civil Society at the Department for Digital, Culture, Media and Sport ([DCMS](#)) has general responsibility for raising political awareness and encouraging political participation. As its remit also includes youth policy, there has been a focus on the engagement of young people.

The [Education outreach team](#) of the Education Service of the UK Parliament runs interactive workshops, covering themes ranging from debating to voting and elections, for students aged 7-18, in schools around the UK.

The [Electoral Commission](#) is the official regulator of elections. Some of its campaigns, such as promoting eligibility to register to vote, are aimed mainly at young people.

### **Youth-targeted information campaigns about democratic rights and democratic values**

#### **Democratic engagement programmes and resources**

The Office for Civil Society runs a [democratic engagement programme](#), under which funding was provided in 2014 for the charity [UK Youth](#) to develop an online 'Democracy Challenge' tool, designed by young people.

Together with its young steering group, [UK Youth Voice](#), and in partnership with the Cabinet Office, UK Youth developed a 15-hour group learning [programme](#) for youth workers and others to run with young people aged 16 and over. It is aimed at developing young people's understanding of democracy and voting, and increasing their interest through creative, imaginative and meaningful activities. The programme is considered likely to be most effective when used with young people whose engagement with politics and the democratic process is relatively low, but who have some interest in social and community issues and who care about making a positive change in their communities and beyond.

The Cabinet Office (which was responsible for youth policy before the transfer of responsibility to the Department for Digital, Culture, Media and Sport in July 2016) has a range of other democratic engagement resources for young people, developed in collaboration with a number of national organisations. This includes [Rock Enrol!](#), a resource pack containing four 45-minute interactive lessons explaining why young people should register to vote, and with an easy-to-read guide to voting and registering to vote.

[UK Parliament Week](#) has been developed by the Houses of Parliament as part of its Outreach and Engagement Service. It is a programme of events and activities and an online conversation to connect people with the UK Parliament. Although the programme is not specifically targeted at young people, there is a [dedicated section](#) on the website providing ideas for schools and youth organisations to get involved in running or attending events.

In the run up to the UK General Election in May 2017, young voters aged between 18 to 24 were able to book a free place on [tours](#) of the Houses of Parliament in Westminster. The move aimed to engage young voters with the democratic process and encourage them to register and vote.

### **Voter registration**

Ahead of the UK General Election on 8 June 2017, which was held a little over seven weeks after it was announced, the [Electoral Commission](#) ran a public awareness [campaign](#) aimed at encouraging anyone not already registered to vote to do so by the deadline. The campaign was targeted specifically at known under-registered groups, including students and 18- to 34-year-olds.

In order to avoid message confusion with the local elections taking place Wales, Scotland and some parts of England, the campaign was only started two weeks before the registration deadline. The campaign involved tried and tested TV, radio, social media and search advertising in Great Britain and press, outdoor, radio and digital display advertising in Northern Ireland. The new social media advertisements used GIFs (Graphics Interchange Format files) for the first time, which ran at specific points in the campaign reminding people to register as soon as possible in order to meet the deadline.

Ahead of the UK General Election on 7 May 2015, the [Electoral Commission](#) ran a campaign with the National Union of Students, the [Association of Colleges](#), the membership organisation for further education, sixth form, tertiary and specialist colleges in the UK, [Universities UK](#), the membership organisation for the university sector, and others, to ask academic leaders at institutions across Great Britain to encourage their students to register to vote through activities such as:

- emailing all students to let them know they could register to vote online
- holding registration drives at the beginning of seminars and classes
- displaying posters in college and university buildings.

The Electoral Commission also launched a Facebook advertising campaign, encouraging 18-year-olds to 'use your age wisely' and seize the opportunity to take part in their first General Election.

The third annual National Voter Registration Drive ([NVRD](#)) was held over a week in February 2016. This is run by the community interest company Bite the Ballot. Bite the Ballot provides the secretariat to the [All Party Parliamentary Group on Democratic Participation](#) and works to engage, inform, and inspire citizens aged 16 to 25 to participate in democracy. Activities during the week of the NVRD involved social media and online platform campaigns and holding registration drives in schools, colleges and university campuses nationwide.

Ahead of the referendum on membership of the EU, nearly 3 million applications (2,920,092) to register to vote were made between 6 May 2016 (the day after the May elections) and 9 June (the extended deadline for registering to vote in the EU Referendum). A quarter of these were received from young people aged under 25. More than half of the total applications were from people aged under 35.

A YouGov [survey](#) undertaken in 2015 for the Electoral Commission had found that over half of 18–24 year olds surveyed (53 per cent) were not aware that they could now register to vote online.

The Electoral Commission used mobile advertising for the first time in 2015 to directly encourage students to register to vote online. Tens of thousands of students with mobile

phones on specific networks received SMS/MMS messages with a link to the website they could register to vote on. In addition, the Electoral Commission re-launched a YouTube advert aimed at encouraging young people to vote.

Online registration, introduced in 2014, has made registration easier, simpler and faster and is more in tune with the digital methods many use to interact with services, particularly young people. Since June 2014, more than 5.6 million applications to register to vote were made by people aged 16-24, 4.3 million of these were made online.

### **Promoting the intercultural dialogue among young people**

Primary responsibility for promoting integration and cultural understanding lies with the Department for Communities and Local Government ([DCLG](#)).

Recent projects funded by the department which focus on young people include:

- [Anne Frank Trust UK](#): an organisation which challenges all forms of prejudice and discrimination among 20,000 young people, and inspires them to become active and responsible members of their community
- [Show Racism the Red Card](#): a project to run workshops for 9400 11-to-18-year-olds in schools across England, to deliver a programme of work designed to combat the influence of the far right on young peoples' attitudes and behaviours.

Further information on the Government's community [integration policy](#) and activities is available.

### **Promoting transparent and youth-tailored public communication**

The UK Government operates within a general system of open government, based on the principle that 'governments and institutions work better for citizens when they are transparent, engaging and accountable.'

Details are in the third [UK Open Government National Action Plan](#), covering the period 2016-2018.

The [Children's Commissioner](#) for England aims to communicate appropriately:

We always make sure our communication with children and young people is relevant and appropriate. We use methods of communication which children can understand including producing versions of our reports specifically for children and young people.

The Children's Commissioner also has a young expert group to advise on its communications work.

See '[Young People's Participation in Policy-Making](#)' for transparency in decision-making.

## **5.9 E-participation**

Online voter registration was introduced in June 2014. This was intended to make the process of registration quicker and easier and to increase registration by under-represented groups, including young people. The system is compatible with all platforms, including smartphones and tablets. In August 2015, [data](#) on the operation of the new individual electoral registration system, which allowed individuals to register online, issued by the Cabinet Office for the UK as a whole, showed that the age group making most use of the service was 25 to 34.

There is no provision for online voting in the UK, although the issue is discussed periodically.

'[Skype the Speaker](#)' gives schools across the UK the opportunity to take part in a live Question and Answer session with the Speaker of the UK Parliament's House of Commons, although priority is given to schools in Northern Ireland, Wales and Scotland.

Responses to consultations can commonly be made online (see '[Formal Mechanisms of Consultation](#)').

There is an [online facility](#) for all British citizens and UK residents to create or sign a petition, supported by five other people. Petitions gaining 10,000 signatures get a response from the Government, while those gaining 100,000 signatures will be considered for a debate in Parliament. Petitions can be shared through social media or email.

The Speaker of the House of Commons Commission on Digital Democracy encourages participation through various social media. There are also online forums, such as the national online forum held with [student representatives](#) from eight Universities in 2014 to discuss the challenges of digital democracy.

The Commission on Digital Democracy, which is particularly interested in the role of young people in the UK democracy, [reported](#) in January 2015. Its recommendations included that the House of Commons should take further steps to improve active involvement by young people, which might include:

- encouraging young people to participate in the e-petitions system
- youth issue-focused debates which involve young people and MPs.

It also recommended that the House of Commons, as part of its professional communications strategy should pilot and test new online activities, working with national and local partners, to target and engage specific groups who are not currently engaged in the democratic process. One of the potential target groups identified was 18-25-year-olds not at university.

## **5.10 Current debates and reforms**

### **Lowering the voting age**

Periodically, the subject of lowering the voting age has been discussed, particularly in the context of a change in the law in Scotland, as outlined by a [2016 House of Commons Library Briefing Paper](#). The franchise for the referendum on independence for Scotland in 2014 was extended to include 16- and 17-year-olds and the law has subsequently been changed to lower the voting age to 16 for elections to the Scottish Parliament and local government elections in Scotland; however, the voting age for UK Parliamentary elections remains at 18, as in the rest of the UK.

### **New youth policy**

On 8 November 2016, the Minister for Civil Society [announced](#) that a new statement on youth policy would be issued in the coming months.

He also announced that a Ministerial roundtable would be held with organisations working in youth voice. This is intended to convey young people's views to the Department for Exiting the European Union.

### **Review into full-time social action**

On 14 December 2016, the Minister for Civil Society [announced](#) an independent review to look at the challenges and benefits of young people committing to full-time social action (defined as more than 16 hours a week for six months or more). A consultation was [launched](#) in September 2017 calling for evidence relating to the benefits and barriers of full-time social action for young people, which closed in mid-October 2017. The advisory panel leading the review was expected to make recommendations to the Minister for Civil Society soon afterwards.

### **Inquiry into the National Citizen Service**

in 2017, the National Audit Office [published](#) its inquiry into the National Citizen Service (NCS), its cost and the number of participants it has been able to recruit.

Its main conclusions were that: the NCS has shown early signs of success, but there is not enough data to measure long-term outcomes; the target for future numbers of NCS participants seems to be extremely challenging; the cost per participant has been higher

than anticipated and needs to fall in order for the programme to stay within its funding envelope. As of October 2017, the Government had yet to publish its response to the report.

### **Committee on Citizenship and Civic Engagement**

On 29 June 2017, a House of Lords Select [Committee on Citizenship and Civic Engagement](#) was appointed. Its remit is wider than young people, but on 11 October 2017, it held an evidence session on the civic engagement of young people.

Witnesses were questioned on:

- the current state of civic engagement amongst young people in the UK
- the demographics of the groups that the organisations reach
- the main barriers the organisations called to give evidence face
- how volunteering and social action fits in with democratic engagement and political participation
- how the work of the organisations fits in with the broader citizenship landscape
- the relationship between integration and civic engagement
- examples of best practice in promoting civic engagement amongst young people.

## **6. Education and Training**

There is a significant drive to correct the longstanding imbalance between general (academic) education and vocational or technical education and to improve and increase the take-up of apprenticeships. Recent plans and reforms to the 16-19 technical education and skills system within the wider context of the Government's Industrial Strategy and Post-16 Skills Plan, are among the topics dealt with in this chapter.

The role of education in providing children and young people with the knowledge and skills they need to keep themselves safe online has become increasingly important. At the time of writing (October 2017) work had begun on developing an internet safety strategy, one of the aims of which would be to improve young people's digital literacy. In addition there is a new statutory requirement for all secondary schools to provide Relationships and Sex Education which is expected to include a focus on healthy relationships and safety online.

### **6.1 General context**

#### **Main trends in young people's participation in education and training**

##### **Participation**

There is an upward trend in the participation of young people aged 16-18 in education and training. A requirement for young people to participate in full- or part-time education or training until the age of 18 was introduced on a phased basis in 2013 (see 'Raising the participation age' in '[Main Concepts](#)').

The Department for Education (DfE) publishes an annual [statistical first release](#) (SFR) which contains provisional estimates of participation in education, training and employment for the end of the year. These are DfE's definitive measures of participation for 16- to 18-year-olds, and are used to monitor progress against DfE's objectives of raising participation and reducing the number of young people NEET (not in education, employment or training).

Provisional statistics relating to the end of 2015 show that:

- Between 2014 and 2015 the proportion of 16- to 18-year-olds in education and work-based learning (WBL) increased by 0.5 percentage points to 81.6 per cent, the highest level since consistent records began in 1994.

- At age 16 the participation rate was 94.1 per cent and at age 18 it was 63.8 per cent.
- Between 2014 and 2015 the proportion of 18-year-olds in full-time study in higher education rose by 0.6 percentage points to 28.0 per cent, the highest level since consistent records began. Despite this, the proportion of 18-year-olds in full time education overall fell slightly (0.3ppts to 49.7 per cent) due to falls in further education colleges and state-funded schools.
- The proportion of 16- to 18-year-olds not in education, employment or training (NEET) has fallen by 1.1 percentage point in the last year to 6.5 per cent, the lowest rate since consistent records began.
- The NEET rate at the end of 2015 was 3.1 per cent at age 16 and 4.8 per cent at age 17.

The Department for Education also issues quarterly NEET [statistics](#), based on the [Labour Force Survey](#). The figures for the quarter October to December 2016 show that compared to the same quarter in 2015:

- The proportion of young people not in education, employment or training (NEET) decreased slightly for the 19-24 and 16-24 age groups.

### Mobility

Increasing numbers of UK students are gaining international experience during their higher education.

Around half of the outward mobilities which take place in the UK do so within the Erasmus+ programme. [Figures](#) from the UK National Agency for Erasmus+ indicate that the UK sent students on 15,566 placements in 2013/14 (10,316 study, 5250 work), the highest number up until then since the programme was launched, as Erasmus, in 1987, and including successor programmes.

For England, the total was 12119 in 2013/14 (4402 - work, 7717 - study), representing a 49.49 per cent increase from 2007/08, when the total was 8107 (2320 - work, 5787 - study).

The [UK Strategy for Outward Mobility](#) aims to increase the proportion of UK-domiciled students accessing international experiences as part of their degrees, and widen participation in short-term study and work abroad programmes among under-represented demographic groups. The policy focus is on outward mobility as the proportion of UK higher education students undertaking outward mobilities remains a relatively small proportion of the overall student population and the UK is already a popular destination for students coming from outside the UK.

### Inclusion

The Social Mobility Commission, an advisory non-departmental public body, publishes an annual State of the Nation report. Key points from the [2016 report](#) include:

- Educational inequalities, though wide, were slowly narrowing.
- The general education route, especially in selective universities, was still closed to many young people from low- or modest-income backgrounds.
- The vocational route – which is the destination for most low-income youngsters – had not evolved to match national skills demand, with many courses simply leading to low-paid work in low-skilled sectors of the economy.
- Young people from low-income homes with similar [GCSEs](#) to their better-off classmates are one third more likely to drop out of education at 16 and 30 per cent less likely to study [A levels](#) that would facilitate entry into higher education.

### Organisation of the education and training system

Full-time education is compulsory to age 16. From age 16 to 18, young people must be in full- or part-time education or training. See 'raising the participation age' (RPA) in '[Main concepts](#)'.

The [National Curriculum](#) applies throughout compulsory full-time education. It is compulsory for [maintained schools](#) and is used as a benchmark in [academies](#). The National Curriculum does not apply in education and training for ages 16 to 19. (Note that, although most post-16 programmes are intended to last for a maximum of two years, the funding framework applies to 16- to 19-year-olds, so this is the age range commonly used).

In terms of ISCED (International Standard Classification of Education) categorisation, lower secondary (ISCED 2) refers to 11–14 year-olds and upper secondary (ISCED 3) refers to 14–18/19 year-olds.

There is no separate vocational pathway but schools may offer technical and vocational subjects at Key Stage 4, alongside study for [GCSEs](#).

At age 16, young people may continue their studies in a school [sixth form](#), a [sixth-form college](#) or a [further education college](#). Young people wishing to undertake vocational education commonly transfer from school to a further education institution. Not all secondary schools cater for pupils over the age of 16, though many do and may offer a limited range of vocational as well as general academic programmes. Most further education institutions offer both vocational and general academic courses.

Young people may also choose to do an apprenticeship or traineeship.

Apprenticeships are work-based training programmes, designed by employers, training providers, [awarding organisations](#) or sector skills councils (employer-led organisations covering specific industries). Apprenticeships last a minimum of a year. An apprentice performs paid full-time work while receiving training towards a framework of vocational qualifications.

[Traineeships](#) are designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience, by providing work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.

On completion of a post-16 programme, students may seek employment, pursue further ISCED 3 courses, or go on to higher or further education courses, provided by higher education institutions or further education institutions.

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare people for careers and jobs, provide specific skills and ongoing development for people in work, and support career progression. A large proportion of government-supported vocational learning is within apprenticeship frameworks. Workplace training is also funded by employers, through in-company training and learning from independent providers.

Adults who wish to improve their basic skills can take single subject qualifications at different levels. They may also take the Access to Higher Education Diploma, a qualification which prepares people without traditional qualifications for study at university.

Adult community learning extends beyond the youth age group, but also includes it. It provides both non-formal learning and formal learning.

An overview of the education system is provided by the Eurydice national description for England in the article '[Organisation of the Education System and of its Structure](#)'. More detail on different aspects is included in the articles:

[Organisation of General Lower Secondary Education](#)

[Organisation of General Upper Secondary Education](#)

[Organisation of Vocational Upper Secondary Education](#)

[Secondary and Post-Secondary Non-Tertiary Education](#)

[Adult Education and Training](#) (dealing with policies, programmes and qualifications targeted at adult learners over the age of 19 outside of higher education)

[UK Refernet](#) - the UK portal for the ReferNet network which offers comparable information on VET across Europe.

## Main concepts

Not in Education, Employment or Training (NEET). The term early leaving from education or training (ELET) is not commonly used. Instead, the term 'not in education, employment or training' (NEET) is used. The definitions underlying the term used by the Office for National Statistics ([ONS](#)), and reflecting those recommended by the International Labour Office (ILO) are:

*Young people* - those aged 16 to 24

*Education and training* – people are considered to be in education or training if any of the following apply:

- they are enrolled on an education course and are still attending or waiting for term to (re)start
- they are doing an apprenticeship
- they are on a government supported employment or training programme
- they are working or studying towards a qualification
- they have had job-related training or education in the last four weeks.

## Employment

'In employment' includes all people in some form of paid work, including those working part-time. People not in employment are classed as either unemployed or economically inactive. Unemployed people are those who have been looking for work in the past four weeks and who are available to start work within the next two weeks. Economically inactive people are those who have not been looking for work and/or who are not available to start work. Examples of economically inactive people include those not looking for work because they are students and those who are looking after dependants at home. Anybody who is not in any of the forms of education or training listed above and who is not in employment is considered to be NEET. Consequently, a person identified as NEET will always be either unemployed or economically inactive.

**Raising the Participation Age (RPA).** Full-time education is compulsory to age 16. From age 16 until their 18<sup>th</sup> birthday, young people must participate in full- or part-time education or training. The requirement to participate post-16 was introduced by the [Education and Skills Act 2008](#) in two phases:

- From summer 2013, all young people were required to participate in education or training until the end of the academic year in which they turned 17.
- From summer 2015, this rose to their 18th birthday.

The requirement to participate, according to the [statutory guidance](#) issued to [local authorities](#), does not mean that young people necessarily have to stay on in school. Young people have a choice as to how they participate which can be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications
- an apprenticeship, traineeship or supported internship (p.16).

The Department for Education (DfE) publishes the [data](#) gathered by local authorities on participation. Because of differences in definitions and what is included in the data, these tend to show a lower rate of participation than DfE's series 'Participation in Education, Training and Employment by 16-18 year olds in England' (see '[Main trends in young people's participation in education and training](#)' above).

## Social inclusion

The focus of the current Conservative government, in office since May 2015, is on social mobility. In a [speech](#) on 30 March 2017, the Secretary of State for Education said:

By social mobility I mean stripping away the barriers that anyone faces, so that everybody all over the country, and of many backgrounds, can go as far as their talents mean they're able to, that they get the best and most stretching education or training, and make the transition into and upwards through a great career.

## 6.2 Administration and governance

### Governance

Overall responsibility for the education service in England lies with the UK Government. Although education is considered a devolved matter, England does not have its own devolved government - unlike Scotland, Wales and Northern Ireland. The UK Government's [Department for Education](#) (DfE) is responsible for all phases of education in England. It has policy-making responsibility for children's services and education, including higher and further education policy, apprenticeships and wider skills.

DfE is supported by 17 agencies and public bodies. These include:

- [Ofqual](#) – the Office of Qualifications and Examinations Regulation, is the independent regulator of qualifications, examinations and assessments.
- [Ofsted](#) – the Office for Standards in Education, Children's Services and Skills, is responsible for the inspection and regulation of day care and children's social care, and the inspection of children's services, schools, colleges, initial teacher training, youth work, work-based learning and adult education.

A full [list](#) of the agencies and bodies is available on DfE's website.

Many other bodies may also be involved on an ad hoc basis or on specific areas of policy, including professional /subject associations, trade unions, employers (particularly regarding apprenticeships), parliamentary committees and members of the public.

While [local authorities](#), schools and other education providers must operate within an overall policy framework set by DfE, the education and training system is characterised by a high level of institutional autonomy.

Reforms in the 1980s and 1990s changed the balance of responsibilities for publicly funded education outside of higher education. Schools became more autonomous as responsibility for staffing and budgets was delegated to each school's governing body. Further education colleges were 'incorporated' as fully autonomous bodies.

The role of local authorities was reduced by these reforms. Local authorities retain their duty to ensure a sufficient supply of school places, support school improvement and support vulnerable children and young people.

Reforms since 2010 are changing school governance again. The Government is encouraging greater collaboration between schools to raise standards through new structures such as [multi-academy trusts](#) (MATs) and [teaching school](#) alliances. These provide a middle tier of management formerly provided by local authorities. There has been a fundamental shift in the landscape, with [academies](#) (including [free schools](#)) now forming a substantial minority of primary schools and a majority of secondary schools. [Regional schools commissioners](#), appointed by Government, provide additional oversight.

[Higher education institutions](#) are private bodies that, subject to their degree-awarding powers, are free to design their programmes and awards and to determine the conditions on which they are awarded. They are also responsible for their own staffing, admissions and research

Further information is available in the articles '[Administration and Governance at Central and/or Regional Level](#)' and '[Administration and Governance at Local and/or Institutional Level](#)' in the Eurydice national description for England.

### Cross-sectorial cooperation

There is a formal structure to facilitate cross-governmental cooperation on ending long-term youth unemployment: the Earn or Learn Cabinet Committee. Its terms of reference are:

To drive progress to abolish long-term youth unemployment by: creating 3 million new apprenticeships; supporting young people who are not in education, employment or training (NEET); and ensuring that all young people are either earning or learning.

The Committee is a group of ministers that can take collective decisions that are binding across government. Its [membership](#) includes:

- the Secretary of State for Education
- the Lord Chancellor/Secretary of State for Justice
- the Secretary of State for Business, Energy and Industrial Strategy
- the Secretary of State for Work and Pensions
- the Secretary of State for Communities and Local Government.

It also includes relevant Ministers, such as the Minister for Digital and Culture.

[List](#) of Cabinet Committees.

## 6.3 Preventing early leaving from education and training (ELET)

### National strategy

The term early leaving from education or training (ELET) is not commonly used. Instead, the term 'not in education, employment or training' (NEET) is used.

There have been a number of statements and policies which aim to get young people aged 16+ to engage in education, training or the labour market.

The vision for technical education of the current Government, in office since 2015, published as the *Post-16 Skills Plan* in July 2016, was based on the report of an [independent panel](#) on technical education. The skills plan contains the following commitment regarding those not in education, employment or training (NEET – see '[Main Concepts](#)')

We will continue to provide support to those young people still not in education, employment or training, including prioritising free or subsidised training for 19–24 year-olds with low-level skills through our adult funding arrangements (p. 31).

The Department for Education's strategy for 2015 to 2020, published in March 2016, *World-class Education and Care* includes as a priority to 'transform the 16-19 skills system so young people can access high-quality technical and professional education, leading to continued education, training, or skilled employment at 19.'

In 2014, in *Getting the Job Done: the Government's Reform Plan for Vocational Qualifications*, the Government reviewed the progress made so far that year in reforming vocational qualifications and looked at further steps to be taken, including better alignment between vocational qualifications and apprenticeships.

The Government published *English Apprenticeships: Our 2020 Vision*, in December 2015. This set out plans for raising the quality of apprenticeships and achieving three million apprenticeship starts by 2020. It confirmed that new employer-led apprenticeship standards would replace the existing frameworks. It also stated the Government's intention that reformed apprenticeships would be available across all sectors of the economy and at all levels, including degree level. It further confirmed that reformed

apprenticeships would provide substantive training in a professional or technical route, whilst also offering transferable skills and competency in English and maths for all ages.

In December 2011, the then Coalition Government published *Building Engagement, Building Futures: Our Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work*. This strategy has not been formally replaced and many of the actions under it are ongoing, although some, such as the Youth Contract (see the section '[Youth employment measures](#)' in the article 'Integration of Young People in the Labour Market') were to be of limited duration and have been fully implemented.

Raising the age until which young people were required to stay in education or training to 17 in 2013 and 18 in 2015 (raising the participation age – RPA) was part of this strategy (see '[Main concepts](#)'). The other main areas of focus were:

- Improving the quality and quantity of apprenticeships for young people
- improving the extent and quality of careers advice available to young people
- transforming vocational education
- ensuring that study programmes, as well as apprenticeships, included English and maths for all those young people who had not achieved these at [GCSE](#) by the age of 16
- making high quality early years provision available, in recognition of the connection between levels of attainment and early leaving and how the early in a child's life the 'attainment gap' can begin .

Target groups among young people in *Building Engagement, Building Futures* include teenage or lone parents, ex-offenders, those with health problems, disabled people, including those with learning difficulties and/or disabilities, young carers, substance misusers and care leavers.

*Building Engagement, Building Futures* was developed as a joint strategy by the Department for Education, the then Department for Business, Innovation and Skills (now the Department for Business, Energy and Industrial Strategy) and the Department for Work and Pensions. The responsibilities of the Department for Education increased following the appointment of a new Prime Minister in July 2016, when it acquired responsibility for post-compulsory education from the Department for Business, Innovation and Skills. Higher and further education policy, apprenticeships and wider skills are now included in its remit. This means that responsibility for implementation now mainly lies with the Department for Education and the department for Work and Pensions.

The cross-cutting nature of initiatives to reduce early leaving requires a large degree of collaboration between these two departments, as well as with [local authorities](#). Local authorities, in turn, engage in collaborations with employers, jobcentres, schools, education providers and others to increase the effectiveness of their local initiatives to support raising the participation age.

There has not been any published evaluation of *Building Engagement, Building Futures*.

## Formal education: main policy measures on ELET

### Financial support mechanisms

The UK Government targets financial support at certain disadvantaged groups to make it easier for them to remain in education.

The Government is extending free early years provision. From September 2017, all working parents of three- and four-year-olds will be provided with 30 free hours of childcare per week. This is an early intervention measure that recognises that low attainment is associated with early school leaving and that low attainment can begin early in a child's education. The [Childcare Act 2016](#) was passed in March 2016 and the measure was piloted in some areas from September 2016.

The 16 to 19 Bursary Fund is funding which the Government provides to local authorities, schools, colleges and other education and training providers for students who need financial help to stay in education. To qualify, students must:

- be at least 16 and under 19 on 31 August of the relevant year
- study at a publicly funded school or college (not a university), or be on a training course, including unpaid work experience.
- meet residency requirements.

There are two types of bursary: the vulnerable student bursary and the discretionary bursary. Students who may qualify for the vulnerable student bursary include students who are:

- in care
- care leavers
- in receipt of Income Support, or Universal Credit in place of Income Support, in their own right
- in receipt of Employment and Support Allowance or Universal Credit and Disability Living or Personal Independence Payments in their own right.

The discretionary bursary is for disadvantaged students who do not meet the vulnerable student bursary criteria, but who need help to stay on in education or training. Support may be provided, for example, towards the cost of transport, meals, books and equipment. Schools and colleges set their own criteria for the discretionary bursary. They look at individual circumstances, which will generally include family income.

From 2017, students aged over 19 can apply for the discretionary bursary if they have an [Education, Health and Care \(EHC\) plan](#) or are continuing on a course they started aged between 16 and 18 (a '19+ continuer').

Other support schemes include:

Care to Learn ([C2L](#)). C2L helps young parents under the age of 20 to continue in, and return to education after the birth of a child. It does this by providing funding for childcare whilst the young parent is studying. The young parent's study programme must have some public funding and the childcare must be registered provision.

Children whose parents, carers or guardians receive certain state benefits are entitled to free school meals during compulsory schooling and post-16 education in schools and since September 2014 in further education institutions. Further [information](#) on free school meals is available from the government information website, GOV.UK. See also the Department for Education's [advice](#) to further education institutions on the requirement to provide disadvantaged students aged 16 to 18 with free meals.

Students aged over 19 are eligible to apply if they have an EHC plan or are continuing on a course they started aged between 16 and 18 (a '19+ continuer').

Further [information](#) on financial support to particular target groups within the 16-18 age group is available from the Education and Skills Funding Agency.

Learners aged 19 and over who are on a further education course and facing financial hardship, may be eligible for Discretionary Learner Support ([DLS](#)). The money can help pay for things like accommodation and travel, course materials and equipment or childcare. The amounts provided and means of payment depend on the scheme the learning provider has in place.

### **Careers education, information, advice and guidance**

The Government-supported [Careers & Enterprise Company](#) was set up in 2015 to improve careers education and advice for young people and inspire them about the opportunities offered by the world of work. The company coordinates an [Enterprise Adviser Network](#) of business volunteers. Each volunteer supports a local school or college to develop an employer engagement plan that gives young people opportunities to meet and be advised by employers.

The Careers & Enterprise Company is also coordinating a national mentoring campaign, announced by the Government in January 2016, among schools and colleges, employers, mentoring organisations and young people. A [mentoring fund](#) was launched in June 2016, through which the company aims to provide mentor support to almost 20,000 students across the country, focusing on pupils who are about to begin their [GCSEs](#) but risk under-achieving and falling behind their peers.

The company also manages the [Careers & Enterprise Fund](#) which is in place to increase the number of encounters that young people, aged 11-18, have with employers while in education through careers and enterprise activities.

The fund is made up of £4 million of Government-backed investment, with the addition of more than £1 million from other sources. Part of the funding is targeted to geographic 'Opportunity Areas' identified by the Government using the [Social Mobility Index](#). These areas are disadvantaged by barriers that make it harder for young people to realise their employment potential.

The fund is allocated to eligible businesses and organisations to enable them to trial, evaluate and increase effective careers and enterprise activities within schools and colleges. This is to ensure that young people, especially those from areas with limited or no access to employment encounters and skills building, have multiple opportunities to learn from employers through the course of their education.

This policy was informed by [research](#) showing that increasing the number of encounters that young people have with employers while in education can reduce their chances of becoming NEET.

See also: *What Works in Careers and Enterprise?* (Careers & Enterprise Company, 2016)

Jobcentre Plus is a government-funded employment agency and social security office. As part of the [Jobcentre Plus Support for Schools](#) initiative, [Jobcentre Plus](#) staff help those students at risk of becoming NEET (not in employment, education or training) or otherwise disadvantaged in the labour market.

Local Jobcentre Plus advisers offer 12- to 18-year-old pupils an insight into the world of work and advice on options like traineeships and apprenticeships. This is intended to supplement careers guidance and help schools to deliver their statutory duty to provide high-quality, independent and impartial careers advice.

Jobcentre Plus staff work with the Careers & Enterprise Company to ensure schools receive a coherent and aligned offer.

An evaluation report on Jobcentre Plus Support for Schools in six [pathfinder areas](#) was published in 2016.

[Local authorities](#) are responsible for fulfilling the 'September Guarantee' which was introduced in 2007. This is a guarantee of an offer, made by the end of September, of an appropriate place in post-16 education or training for every young person completing full-time compulsory education.

An appropriate offer may be:

- full-time education in a school [sixth form](#), a [sixth-form college](#) or a [further education college](#)
- an apprenticeship or traineeship
- employment combined with part-time education or training.

Figures for the proportion of young people receiving an offer of education or training in each local authority area from [2010 to 2016](#) are available from the Department for Education.

## Transition to the labour market

The 'Youth Obligation' announced as part of the [summer 2015 Budget](#), means that from April 2017, young people who are not in education, employment or training (NEET) will participate in an intensive regime of support from the first day of their [Universal Credit](#) benefit claim, and after six months they will be expected to apply for an apprenticeship or traineeship, gain work-based skills, or go on a mandatory work placement to give them the skills they need to move into sustainable employment.

See the article on '[Integration of Young People in the Labour Market](#)' for details of the Youth Obligation and implementation of the Youth Guarantee.

## Vocational education and training

The Government is to implement an overhaul of technical education as set out in its [Post-16 Skills Plan](#). This entails the replacement of the thousands of courses which currently exist with 15 routes into skilled employment. Each route, such as health and science, construction, social care, or engineering and manufacturing, will be delivered either through a two-year, college-based programme including a work placement, or through an apprenticeship. The Government intends the programmes to be suitable for 16–18 year-olds, but also accessible by adults (students aged 19 and over). Each programme will be closely aligned to the apprenticeships at the start of each route and it will be possible to move from one to the other.

The first routes will be made available from 2019 and all will include English, maths and digital skills.

See '[Current debates and reforms](#)' for more information on the skills plan and the reform of technical education.

For apprenticeships, the Government's focus is on improving their quality and making them more relevant to employers' requirements.

The [Enterprise Act 2016](#) introduced targets for apprenticeships in public sector bodies, measures to protect and strengthen apprenticeships, and established the [Institute for Apprenticeships](#). This is an independent, employer-led body that aims to ensure that apprenticeships meet the needs of business. It became operational on 3 April 2017.

The '[Traineeships](#)' programme was introduced in August 2013. It provides a package of support to 16- to 24-year-olds who need to boost their confidence, skills and experience in order to increase their chances in the labour market. This could include substantial work placements and work skills training, alongside support to improve English and maths. Traineeships can provide a stepping stone to an apprenticeship for those not yet ready to start one.

Expansions to the programme were [announced](#) in November 2014. Changes include opening up the programme to more 19- to 24-year-olds; a more consistent approach to funding across the 16- to 24 age range and better use of destination and progression data.

See the article 'Official guidelines on traineeships and apprenticeships' in the '[Employment and Entrepreneurship](#)' chapter.

## Incentives for providers

In October 2016, the Government [outlined](#) the funding policy underlying a new apprenticeship levy, which subsequently came into operation in April 2017. The policy aims to provide more support for younger apprentices and disadvantaged people and greater flexibility for employers. Measures include:

- The Government pays, in full, the training costs of employers with fewer than 50 employees who take on apprentices aged 16 to 18 years. This will also apply to smaller employers who take on 19- to 24-year-olds who were in care, or 19- to 24-year-olds with an [education, health and care \(EHC\) plan](#).

- Employers of any size, and training providers, who take on 16- to 18-year-olds and 19- to 24-year-olds who were in care, or who have an EHC plan, receive payments.
- Providers who train 16- to 18-year-olds on apprenticeships receive additional cash payments to help them to adapt to the new funding model.

Further [information](#) is available from the Department for Education.

The funding formula used by the [Education and Skills Funding Agency](#) (formed in April 2017 through the merger of the Education Funding Agency and the Skills Funding Agency) for 16-19 year-olds includes a retention factor that takes account of the number of students who are continuing on their programme or are 'retained' to their anticipated end date. Providers receive only 50 per cent of the full funding rate for students who are not retained. This acts as an incentive to learning providers to put in place their own support measures to reduce early leaving.

### **Addressing ELET through non-formal and informal learning and quality youth work**

Statutory [guidance](#) issued to [local authorities](#) about the youth work and other services that they should provide (so far as they are practically able) to improve the well-being of young people, includes youth work and activities that 'help those young people at risk of dropping out of learning or not achieving their full potential to engage and attain in education or training'.

The extent to which this is done and the way in which it done are down to local priorities and decision making.

Further information:

*Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures* (Country sheet for the United Kingdom – England pp. 204-206.)

### **Cross-sector coordination and monitoring of ELET interventions**

Local authorities are responsible for increasing participation and reducing the proportion of young people who are NEET, within the framework of accountability set by Government.

Statutory [guidance](#) for local authorities makes several references to partnership working/cross sector coordination. These partnerships may be known as 14-19 partnerships, 14+ progression and transition partnerships, etc.

The guidance advises that local authorities should provide strategic leadership in their areas to support participation in education, training and employment - working with and influencing partners by:

- ensuring a focus on participation is embedded and communicated throughout the authority's services for children and young people
- ensuring the services for young people in the local area come together to meet the needs of young people – including funding for education and training places and re-engagement provision
- agreeing ways of working with other partners such as [Local Enterprise Partnerships](#) (LEPs), Jobcentre Plus, employers, voluntary and community sector organisations, health services (including mental health services), youth offending teams, the police, and probation services; and
- working with neighbouring authorities, especially where young people routinely travel out of the area to access education and training, for work or other services (pp 7-8).

It advises that schools should work in partnership with local employers and other education and training providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work (p. 22).

It also advises that strong partnership working is needed for effective re-engagement programmes (p. 25).

We are not aware of any published evaluation of cooperation arrangements.

The Department for Education monitors the performance of local authorities in delivering their duties, and specifically in their tracking and supporting of 16- and 17-year-olds, using data collected by local authorities and submitted to the National Client Caseload Information System (NCCIS). NCCIS includes data showing the numbers of young people participating in education or training, those who are not participating, those who are NEET or those whose current activity is not known.

See the article on '[Integration of Young People in the Labour Market](#)' for the UK's position on the Youth Guarantee.

## **6.4 Validation of non-formal and informal learning**

### **Arrangements for the validation of non-formal and informal learning**

The general purpose of processes for validating non-formal and informal learning is to widen participation in formal, further and higher education amongst those who lack the relevant formal qualifications, for whatever reason. The recognition arrangements are aimed at ensuring that there are no arbitrary and unnecessary barriers to admission or progression that might disadvantage particular groups, rather than targeting particular groups themselves.

#### **Within regulated (general and vocational) qualifications**

There is no national prescribed position on, or approach to, recognising non formal and informal learning in England. However, the qualifications regulator, [Ofqual](#) (the Office of Qualifications and Examinations Regulation), allows for the recognition of prior learning (RPL) in its [General Conditions of Recognition](#) for [awarding organisations](#) and associated regulatory criteria underpinning the Regulated Qualifications Framework (p.56).

While the actual offer of RPL depends on the providers themselves, Ofqual's General Conditions of Recognition state (p.56) that where an awarding organisation has in place a policy for the recognition of prior learning it must:

- ensure that the policy which it has in place enables the awarding organisation to award qualifications in accordance with its Conditions of Recognition
- publish that policy
- comply with that policy.

This approach has been in place since 1 October 2015. Before that date, a more prescriptive framework applied, the Qualifications and Credit Framework (QCF). The QCF included, as a general requirement for all recognised awarding organisations, that the organisation must have in place 'the necessary systems and procedures and resources to ensure: [...] achievement is recognised through the recognition of prior learning (RPL) where this is appropriate'. The reforms removed the requirement for qualifications to be unit-based or have credit values and the requirement for awarding organisations to recognise prior learning.

The procedures and tools to be used to assess prior learning are left to the discretion of the awarding organisations, but e-portfolios are a common method used.

National Vocational Qualifications (NVQs) are a means of validating workplace learning. They are aimed mainly at people in work or may be taken as part of an apprenticeship. They provide evidence of professional competence against a nationally recognised occupational standard.

To evaluate prior learning, students may be required to undertake the same assessments as those followed in the formal course of learning, although they do not have to attend taught sessions.

The second option is to submit a portfolio of evidence based on previous learning, skills and/or competence, which must be cross-referenced to the learning outcomes and assessment criteria of the relevant unit(s).

There are no specific qualifications required for staff involved in validation.

### **Within higher education**

Although not required by law to do so, all [Higher Education Institutions](#) (HEIs) design their qualifications in accordance with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland ([FHEQ](#)). The framework forms part of the [UK Quality Code for Higher Education](#), the definitive reference point used to assure the quality and standards of UK higher education providers.

The FHEQ is based on the premise that qualifications should be awarded for the achievement of outcomes and attainment, rather than years of study.

As autonomous institutions, HEIs have discretion as to whether or not they recognise prior learning for entry to a learning programme. The selection processes and procedures employed by HEIs addressed in [Chapter B2: Recruitment, selection and admission to higher education](#) of the UK Quality Code for Higher Education, include the recognition of prior learning for the purposes of meeting entry requirements for a programme. The Quality Code does not, however, specify the criteria to be used for selection, but encourages each institution to ensure that its own policies and procedures are transparent, explicit and communicated effectively.

Many Higher Education Institutions (HEIs) give credit for prior study and informal learning acquired through work or other experiences for advanced standing within a learning programme. They must then align their procedures for RPL to [Chapter B6: Assessment of students and the recognition of prior learning](#) of the Quality Code. (QAA, 2013)

Credit may also be used to help students transfer to another programme either within the same institution or at a different institution. As each HEI's programmes are different, the requirements for credit vary between institutions. HEIs may use the European Credit Transfer and Accumulation System ([ECTS](#)), but most use national credit systems which articulate with it.

The [chapter on assessment](#) of students and the recognition of prior learning in the UK Quality Code for Higher Education says (p. 16) that consideration should be given to the appropriateness of assessment tools for the nature of the prior learning to be assessed. Examples of tools that might be used include:

- a portfolio of evidence
- a structured interview
- completion of a piece of work accompanied by a reflective account of the learning achieved
- artefacts
- a performance-based assessment
- completion of the assessment used to demonstrate learning in the module/programme for which comparability is being claimed.

Other common tools include observation at the workplace, questionnaires and viva voces.

There are no specific qualifications required for staff involved in validation, although The UK Quality Code for Higher Education - [Chapter B2: Recruitment, selection and admission to higher education](#) states (p. 9):

Higher education providers are vigilant to ensure that all those authorised to make decisions on behalf of the provider about whether or not a place should be offered to a prospective student are fully briefed, and competent to do so. This includes ensuring that those making decisions are equipped to counteract the potential for bias that can arise from educational and cultural differences and are able to recognise the potential

of prospective students seeking to enter higher education via a variety of different routes.

### Further information

See also see the article '[Validation of Non-formal and Informal Learning](#)' in the 'Adult Education and Training' Chapter of the Eurydice national description for England.

For arrangements to recognise the learning outcomes of volunteering, see the article '[Skills recognition](#)' in the 'Voluntary Activities' chapter.

See the subheading '[Official guidelines on traineeships and apprenticeships](#)' in the article on 'Traineeships and Apprenticeships' for learning outcomes in these areas.

Another good source of information is the Cedefop publication, [Country report UK, England and Northern Ireland: 2016 update to the European inventory on validation of non-formal and informal learning](#).

See also section 4.3.2. Recognition of non-formal and informal learning in [The European Higher Education Area in 2015: Bologna Process Implementation Report](#)

For information on validation of learning outcomes in formal education, see the subheading '[Certification](#)' in the article on 'Assessment in General Upper Secondary Education' and the article '[Assessment in Vocational Upper Secondary Education](#)' in the Eurydice national description for England.

### Information and guidance

The provision of information, advice and guidance in relation to the various methods of validation in place is delivered by the individual learning providers and awarding organisations which offer validation opportunities.

Learning providers and awarding organisations which recognise prior learning have their own policies in place and this includes for the type of information and guidance they offer.

[Chapter B2](#): Recruitment, selection and admission to higher education of the UK Quality Code for Higher Education says (p. 13):

Recruitment activities undertaken by higher education providers assist prospective students in making informed decisions about higher education. Providers decide what information they will make available and how it can be communicated most effectively to the diverse range of prospective students and their advisers. Such information may include: details of the recognition of prior learning for the purposes of meeting entry requirements.....

The chapter on [assessment of students and the recognition of prior learning](#) in the UK Quality Code for Higher Education gives, as an indicator of sound practice (p.10), that:

Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition.

Higher education providers consider how they make potential applicants for the recognition of prior learning aware that their prior learning might be eligible for recognition in relation to a specific higher education programme. The precise form of support offered to those seeking the recognition of prior learning will vary according to the higher education provider's approach to prior learning and the nature and number of claims it receives.

Applicants benefit from being engaged in discussion and negotiation about the form(s) of assessment to be used in their case, and from having a shared understanding of the learning that would need to be evidenced as well as the nature of the evidence to be provided.

## Quality assurance

Awarding organisations and [higher education institutions](#) (HEIs) determine their own quality assurance arrangements for the validation of non-formal learning. The Quality Assurance Agency's [Quality Code for Higher Education](#) is the definitive reference point for HEIs.

## 6.5 Cross-border learning mobility

### Policy framework

The [UK Strategy for Outward Mobility](#) aims to increase the proportion of UK-domiciled higher education students accessing international experiences as part of their degrees, and widen participation in short-term study and work abroad programmes among under-represented demographic groups. The strategy was funded in 2013 by the then Department for Business, Innovation and Skills and the Higher Education Funding Council for England and has support from the four UK Governments.

The Strategy is being [implemented](#) by Universities UK International ([UUKi](#)), the international arm of Universities UK. It established the [Go International](#) programme to work with [higher education institutions](#), government and sector organisations to help increase the proportion of UK domiciled students with some international experience.

The programme has seven objectives:

- promote the benefits of study and work abroad
- monitor trends in student mobility
- build capacity in UK higher education to facilitate outward mobility
- address barriers to outward mobility
- create a flexible definition of outward mobility
- share best practice in UK higher education
- provide a collective voice for UK higher education.

Go International consults regularly with colleagues who work in study abroad offices within higher education institutions, as well as with civil servants in the UK government and the devolved administrations in Scotland, Wales and Northern Ireland through its [Outward Mobility Network](#).

The policy focus is on outward mobility as the UK is already a popular destination for students coming from outside the UK. The British Council's [Study UK](#) website provides information for foreign students, as well as parents, teachers and employers, when considering international destinations for education and training.

### Main cross-border mobility programmes for students in formal education

#### Schools' programmes

At secondary level, individual schools may organise visits abroad for pupils in support of their language or other subject learning. Participation in these is voluntary. These are typically funded directly by the participants' families. Schools generally operate a 'hardship policy' to make participation feasible for all students, whereby those in receipt of free school meals, or otherwise experiencing economic difficulties, do not have to pay.

Occasionally, visits may include exchanges with other schools. External funding from charitable foundations may be available to undertake trips of this nature. For example, funding specifically for developing pupils' French skills includes the [Lefèvre Trust](#), for pupils studying for [GCSEs](#) or [A Levels](#), and the [Charles de Gaulle Trust](#), for academic and vocational students aged between 17 and 19.

#### Erasmus+

In [2014/15](#), 46 per cent of all UK mobilities in higher education were facilitated through the Erasmus+ programme and 42 per cent through universities' own links with other

institutions (other schemes and sandwich placements accounting for the balance). In 2016/17, there were 13,272 Erasmus+ study/traineeship placements involving students from higher education institutions in England – an increase of almost 24 per cent from the first year of the Erasmus+ programme in 2014/15.

Erasmus+ is the European Union programme for education, training, youth and sport. The [Erasmus+ UK National Agency](#) is a partnership between the [British Council](#) and [Ecorys UK](#).

Erasmus+ provides students in higher education with the opportunity to study abroad in Europe for 3 to 12 months (per university cycle) as part of their degree. Students can take part in study mobility at any time during their degree, except for during the first year.

To be eligible students must:

- be registered at a university or college that holds an [Erasmus Charter for Higher Education](#)
- be undertaking higher education studies leading to a recognised degree (or other recognised tertiary level qualification) up to and including the level of doctorate
- be enrolled in a short-term higher vocational education course, which includes foundation degree courses, or be a part-time student (providing study during the period abroad is full-time).

[Participating countries](#) are divided into two groups: programme countries and partner countries. Programme Countries are those countries participating fully in the Erasmus+ programme. To do so, they set up a National Agency and contribute financially to the programme. Partner Countries refers mainly to countries neighbouring the EU. Some aspects of the Erasmus+ programme are open to any country in the world (as set out in the [Erasmus+ Programme Guide](#)). From 2015/16 some students have been able to travel outside Europe if their university has applied for funding for [International Credit Mobility](#).

Eligible students receive an Erasmus+ grant provided by the European Commission, paid through their institution, to contribute towards the extra costs that may be encountered from studying abroad. The Erasmus+ UK National Agency sets the Erasmus+ study abroad grant rate for students each year, taking account of the level of demand from institutions (mainly universities).

Students with a severe disability or exceptional special needs may be entitled to extra funding to cover associated costs while abroad.

UK students going abroad for the whole academic year may also qualify for a large contribution made towards their UK tuition fees for the year they are away.

There are also learner mobility opportunities in VET, through a VET traineeship in a programme country abroad, lasting up to 12 months. Alternatively, learners can gain experience in a workplace or at a VET school where they will also spend time in industry or with another relevant organisation or enterprise. Each project can last either one or two years.

Recent VET graduates from a college, company or other training provider, such as former apprentices, can also take part in mobility opportunities. This is on condition that the Erasmus+ training placement takes place within one year of graduation.

### **Bilateral programmes**

There are also bilateral programmes which support student mobility in specific areas, including:

- [UKIERI](#) UK-India Education and Research Initiative
- [Generation UK](#) - study in India
- [Generation UK](#) - study in China
- Scholarship – [study in Japan](#).

These and other programmes are described on [Study Work Create](#), the British Council's online resource for UK students, recent graduates, and young professionals seeking international opportunities to study, work, volunteer, research or develop their creativity.

### Further information

For further information on mobility and other aspects of internationalisation in formal education, see the chapter '[Mobility and Internationalisation](#)' in the Eurydice national description for England.

See also the European Commission's [Mobility Scoreboard](#) and the [background report](#) for higher education and the Mobility Scoreboard [database](#) for initial vocational education and training.

### Promoting mobility in the context of non-formal learning, and of youth work

Erasmus+, the European Union's programme for education, training, youth and sport, [funds different types of mobility for young people and those who work with young them](#).

Youth exchanges allow groups of young people (aged 13 to 30) from countries participating in Erasmus+ to meet and live together for between 5 and 21 days. Participants jointly carry out a work programme designed and prepared by them before the exchange.

The programme could be a mix of workshops, exercises, debates, role-plays, simulations and outdoor activities. Exchanges allow young people to develop competences; discover new cultures, habits and life-styles through peer-learning; and strengthen values like solidarity, democracy and friendship.

Exchanges may be organised through youth organisations or by informal groups of young people.

Erasmus+ also funds the European Voluntary Service (EVS), enabling young people aged 17-30 to develop their skills and experience through a period of volunteering on a community-based project (typically in the arts, environmental conservation, health and social care).

Youth workers can apply for support to undertake job attachments and other forms of professional development.

For further information on mobility programmes in volunteering, see '[Cross-Border Mobility Programmes](#)' in the chapter on 'Voluntary Activities'.

### Quality assurance

#### Erasmus Charter for Higher Education

The Erasmus Charter for Higher Education ([ECHE](#)) provides the quality framework for Erasmus+ funded activities carried out by [higher education institutions](#) (HEIs). The aims of Erasmus+ support the European modernisation and internationalisation agendas in higher education, in particular the quality of student and staff mobility.

In order to participate in Erasmus+ projects, HEIs such as universities and other organisations whose core work is in the field of higher education must hold the ECHE. By signing the ECHE, an HEI confirms that its participation in Erasmus+ is part of its own strategy for modernisation and internationalisation. The ECHE is awarded for the full duration of the Erasmus+ programme up to 2020-2021.

For higher education institutions located in [Partner countries](#), the ECHE is not required, and the quality framework is established through inter-institutional agreements between higher education institutions.

For organisations providing vocational education and training, a Call for Proposals for the award of the [VET Mobility Charter](#) is held annually. The Charter aims to reward and

promote organisations, through streamlined procedures, as well as continuing to develop quality in mobility.

The Charter is not a compulsory requirement for participation, but its use is encouraged.

### Erasmus+ National Agency

The Erasmus+ [UK National Agency](#) monitors and reviews activities performed as part of its work plan and reports to the UK Government, as well as the European Commission.

Programme beneficiaries monitor and evaluate the impact the mobility experience has had on the participants and report the benefits to the Erasmus+ National Agency, which in turn will analyse the impact within a national context.

### Quality Code for Higher Education

Higher education institutions adhere to the Quality Assurance Agency's Quality Code for higher education. [Chapter B10: Managing Higher Education Provision with Others](#) includes (p. 27) as an indicator of sound practice in quality assurance:

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree-awarding body.

## 6.6 Social inclusion through education and training

### Educational support

#### Special educational needs and disabilities

The [Children and Families Act 2014](#) sets out the support which [local authorities](#) are required to provide to children and young people with [special educational needs or disabilities](#) (SEND). Under the Act, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age (5 to 16) or a young person aged 16 to 25 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Act secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated, although separate provision in special schools may be made in particular cases for those with complex needs.

The [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) (pages 97-98) outlines 'four broad areas of need' which should be planned for. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

There are two broad categories of support:

- **Special educational needs support / SEN support** is the support given to a child or young person in their pre-school, school or further education institution from within the school or college's overall budget, up to a nationally prescribed (financial) threshold per student per year

- **Education, Health and Care (EHC) plans** are for children and young people aged up to 25 with more complex needs, who need more support than is available through SEN support. They aim to provide a unified approach, including a young person's education, health care and social care needs. Young people and parents of children who have EHC plans have the right to request a Personal Budget to use in support of their needs.

Schools must appoint a member of staff as a special educational needs co-ordinator (SENCO). The SENCO is a member of staff who has responsibility for coordinating special educational needs provision.

Specific support that children or young people may be provided with includes: working in small groups; extra help from classroom/teaching assistants; encouragement; practical assistance with mobility etc. While different teaching approaches may be used, the general requirement is that all pupils with SEN will be enabled to access the full curriculum.

Disabled pupils may need access to specialist equipment. In some cases, external specialist support may be used.

For young people (aged 16+) in [further education colleges](#), the SEND Code of Practice suggests (p. 115) that the type of support which might be given could include: assistive technology; personal care (or access to it); specialist tuition; note takers; interpreters; one-to-one and small group learning support; independent living training; accessible information such as symbol-based materials; access to therapies such as speech and language therapy.

Under the [Equality Act 2010](#), schools, colleges and universities need to have in place access arrangements so that students with SEN are able to participate fully in internal school tests, mock examinations and external examinations, without, however, changing the demands of these assessments. Examples of the type of reasonable adjustments and access arrangements which might be made include readers, scribes and Braille question papers.

### **Looked after children**

Under the [Children Act 1989](#), local authorities have a duty to promote the educational achievement of looked after children.

Looked after children are given priority in school admissions, must be enrolled only in good or outstanding schools and have a Personal Education Plan (PEP) as part of their overall care plan.

The Government gives local authorities a pupil premium grant allocation based on the number of looked after children (aged 4 to 15). This additional funding is provided to help improve the attainment of looked after children and close the attainment gap between this group and their peers.

Local authorities' responsibilities extend also to looked after 16- to 17-year-olds. Statutory [guidance](#) sets out local authorities' duties in supporting transitions from care. Local authorities should ensure that:

- links are made with further education (FE) colleges and higher education (HE) institutions and that care leavers are supported to find establishments that understand and work to meet the needs of [looked after children](#) and care leavers
- each care leaver receives a bursary of £2,000 when going on to study a recognised HE course and that arrangements for the payment of the bursary are agreed by the young person as part of the overall package of support that a local authority provides to its care leavers.

## **Pupils/students whose first language is not English**

The Government's [framework document](#) for the National Curriculum, in the section on 'Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils', states (p.9):

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

It is normal practice for those pupils whose first language is not English to be integrated into mainstream education, with additional language support if needed.

Funding regulations state that local school funding formulae may take into account certain 'allowable factors' which include English as an additional language.

In general, EAL learners are expected to take national tests and statutory assessments. In assessments and tests relating to National Curriculum English, learners' answers are required in English. Some access arrangements can be made in other subjects, such as mathematics.

## **Alternative provision**

Alternative provision settings provide education for children who can't go to a mainstream school because of exclusion, illness or other reasons and who would not otherwise receive suitable education. Schools may also arrange such off-site education for pupils when their behaviour has been poor.

The Government's March 2016 White Paper, [Educational Excellence Everywhere](#), (pp 102-103) set out its intention to reform the current alternative provision system, which makes it difficult for those leaving alternative provision to find suitable post-16 provision. Schools, rather than [local authorities](#) will become responsible for commissioning such provision. Local authorities will retain a role in ensuring sufficiency of alternative provision in their area.

The Government intends to launch an innovation fund (p 103) to test new approaches to support pupils who move directly from alternative provision to post-16 education.

For more information on alternative provision, see the article '[Inclusive Programmes for Young People](#)' in the 'Social Inclusion' chapter and DfE [guidance](#) for local authorities.

## **Widening participation in higher education**

Widening participation in higher education is regarded as a vehicle for increasing social mobility. In 2014, the then Department for Business, Innovation and Skills published a [National strategy for access and student success](#), developed by the Higher Education Funding Council for England ([HEFCE](#)) and the Office for Fair Access ([OFFA](#)).

The strategy aims to:

- make significant and sustained improvements in the participation rates for the most disadvantaged groups and in the diversity of the student population
- narrow the gap in the participation rates in and across higher education between advantaged and disadvantaged groups.

The funding which the Government channels through HEFCE is set out in an annual grant letter. The grant letter for 2017-18 confirms a continuing commitment to protecting funding aimed at widening participation.

OFFA is the independent public body that regulates fair access to higher education in England. It promotes and safeguards fair access to higher education for people from lower income backgrounds and other under-represented groups. The main way it encourages change is by approving and monitoring access agreements – annually submitted documents in which universities and colleges set out their tuition fees and how they plan to improve/sustain access, success and progression for people from under-represented and disadvantaged groups.

All publicly funded universities and colleges in England must have an access agreement approved by the independent Director of Fair Access in order to be allowed to charge higher [tuition fees](#) (i.e. fees above the basic level set by the Government).

These under-represented and disadvantaged [groups](#) may include, but are not limited to:

- people from lower socio-economic groups or from neighbourhoods where higher education participation is low
- people from low income backgrounds
- some ethnic groups or sub-groups, including White males from economically disadvantaged backgrounds
- disabled people
- mature and part-time learners
- care leavers
- carers
- people estranged from their families
- people from gypsy and Traveller communities
- refugees
- students with mental health problems, Specific Learning Difficulties and/or who are on the autism spectrum.

Under the [Higher Education and Research Act 2017](#), HEFCE and OFFA will be replaced by the Office for Students (OfS) as the regulator for the Higher Education sector. It will become fully operational in April 2018.

The Equality Challenge Unit ([ECU](#)) works to further and support equality and diversity for staff and students in higher education institutions across all four nations of the UK and in colleges in Scotland. It provides a central resource of advice and guidance for the sector.

ECU is a registered charity funded by the Scottish Funding Council, the Higher Education Funding Council for Wales and Universities UK, and through direct subscription from higher education institutions in England and Northern Ireland.

The Government's May 2016 White Paper *[Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice](#)*, refers to two goals set by the then Prime Minister on widening participation:

- doubling the proportion of people from disadvantaged backgrounds entering university in 2020 compared to 2009
- increasing the number of black and minority ethnic (BME) students going to university by 20% by 2020.

For further information on special educational needs see the articles in the Eurydice national description for England:

[Introduction](#) to the Educational Support and Guidance chapter

[Special Education Needs Provision within Mainstream Education](#)

[Separate Special Education Needs Provision in Early Childhood and School Education](#)

[Support Measures for Learners in Early Childhood and School Education](#)

[Admission Requirements](#) in the section on Bachelor

[Support Measures for Learners in Higher Education](#)

### [Support Measures for Learners in Adult Education and Training](#)

See also '[Youth work to foster social inclusion](#)' in the Social Inclusion' chapter .

### **Funding**

The Pupil Premium, mentioned above in relation to looked after children, also covers deprived pupils (those eligible for free school meals). There is also a 'service premium' for children and young people with parents in the armed forces. See subheading '[Pupil Premium for Disadvantaged Pupils](#)' in the article '[Support Measures for Learners in Early Childhood and School Education](#)' in the Eurydice national description for England.

Further information is also available on the Department for Education's [website](#).

The Government is also providing funding to twelve '[opportunity areas](#)'. These are local areas, identified through the Social Mobility Commission's [Social Mobility Index](#) as being particularly challenged. The Index provides a comparison of the chances which children have of doing well in adult life, according to where they grow up. Originally established as six areas in October 2016, the opportunity areas were extended to 12 in January 2017.

The funding will support local partnerships between early years providers, schools, colleges, universities, businesses, charities and local authorities to ensure all local children have the opportunity to reach their full potential.

For higher education students who have extra expenses as a direct result of a disability, support is provided through Disabled Students' Allowances ([DSA](#)). Allowances may cover:

- non-medical help for students requiring non-medical personal assistance e.g. readers for blind students or sign-language interpreters for deaf students
- specialist equipment
- general expenses arising from attendance at the course
- extra travel costs arising from the disability.

### **Social cohesion and equal opportunities**

#### **Equality legislation**

The [Equality Act 2010](#) created the [Public Sector Equality Duty](#), which places public bodies, including schools, [further education colleges](#) and [higher education institutions](#), under a general duty to carry out their functions with due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Act applies to all schools, both publicly funded and independent fee-paying schools, higher education authorities and further education colleges.

The Government issued non-statutory [advice](#) to schools in 2014 on how to fulfil their duties under the Act.

The Equality and Human Rights Commission has provided [guidance](#) on the provisions of the Act as regards further and higher education institutions.

### **'Prevent' Duty**

From 1 July 2015, a wide range of public-facing bodies, including all schools, colleges and universities, became subject to the 'Prevent' duty. This is a duty to have due regard to preventing people being drawn into terrorism. Specific guidance for [early years providers and schools](#) and [further education institutions](#) and [higher education institutions](#) is available.

### **School curriculum**

All [maintained schools](#) must meet the requirements set out in section 78 of the [Education Act 2002](#) and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. [Academies](#) are subject to the same requirements under the [Education \(Independent School Standards\) \(England\) Regulations 2010](#).

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. These, as set out in the Government's 2011 '[Prevent](#)' strategy are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

Citizenship is a compulsory subject only at key stages 3 (age 11-14, ISCED 2) and 4 (age 14-16, ISCED 3). Although set out as a separate subject in the National Curriculum, citizenship can be taught through other subjects, in particular Personal, Social, Health and Economic (PSHE) education, which is a curricular requirement. There is no requirement for citizenship to be taught post-16.

The [aspects](#) of citizenship which should be taught to pupils include:

- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities
- human rights and international law
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community.

See the section '[Formal learning](#)' in the article 'Learning to participate through formal, non-formal and informal learning' for information on other non-compulsory programmes in citizenship.

Opportunities for developing social cohesion and an understanding of equality may be provided through personal, social, health and economic education (PSHE), which all schools should make provision for, or in any other subjects or topics which schools may choose to introduce. The PSHE Association has developed a [programme of study](#) for PSHE, endorsed by the Government.

The Government is reviewing the provision of PSHE with a view to putting it on a statutory basis (see '[Current debates and reforms](#)').

### **Teachers' standards**

The minimum [standards](#) which the Government sets for teachers to meet include that they must:

- establish a safe and stimulating environment for pupils, rooted in mutual respect

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### **Programmes for youth organisations and schools**

In September 2016, the Department for Education and the [Government Equalities Office](#) announced grant funding for anti-bullying projects. These included an extension of The Diana Award's peer-to-peer [Anti-Bullying Ambassadors](#) programme, which offers resources and training to schools and youth organisations across the UK.

Following training, young people become Anti-Bullying Ambassadors in their schools and youth organisations. In their role they help educate their peers on bullying, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline.

## **6.7 Skills for innovation**

### **Innovation in formal education**

Skills which support innovation are not explicitly part of the National Curriculum, but under Section 78 of the [Education Act 2002](#) (for [maintained schools](#)), and in accordance with their funding agreement with the Secretary of State (for [academies](#)), schools must provide a curriculum which:

- is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life.

The only direct reference to innovation in the National Curriculum is within the subject 'design and technology'. One of the purposes of studying this subject, as described in the [National Curriculum](#) (p. 234), is that 'Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens'. The subject is compulsory for pupils at Key Stage 3 (age 11-14). It is not compulsory at Key Stage 4 but schools must provide it as an option (known as an entitlement subject).

Within ISCED 3, the National Curriculum applies only to Key Stage 4 of lower secondary education, when students are aged 14-16. Beyond this, in post-compulsory upper secondary education, with students aged 16-18/19, formal education is characterised by subject choice and is qualification-led.

Opportunities for innovative skills development may be provided through personal, social, health and economic education (PSHE), which all schools should make provision for, or in any other subjects or topics which schools may choose to introduce. The PSHE Association has developed a [programme of study](#) for PSHE. For Key Stage 5 (the final two years of upper secondary education, students aged 16-18/19), the programme includes as suggested learning opportunities for 'Core Theme 3: Living in the wider world', reinforcing or extending pupil's ability to:

- be enterprising in life and work
- demonstrate creativity and problem solving
- respond to change
- respect diversity
- show initiative.

The Government is reviewing the provision of PSHE with a view to putting it on a statutory basis (see '[Current debates and reforms](#)').

The Government provides grant funding to foster character building in young people aged 5-16. Schools, colleges and universities, [local authorities](#) and [voluntary, community or social enterprise](#) (VCSE) organisations or other profit or non-profit organisations are eligible to apply for [character education](#) grants. Projects are expected to develop character traits, attributes and behaviours that underpin success in school and work such as: perseverance, resilience and grit, confidence and optimism, motivation, drive and ambition, neighbourliness and community spirit, tolerance and respect, honesty, integrity and dignity, conscientiousness, curiosity and focus.

The pedagogical tools used by teachers are a matter for the teacher or school to decide.

### Further information

There are overlaps in the types of skills supporting innovation and those supporting entrepreneurship and creativity. See the article on '[Development of Entrepreneurship Competence](#)' and see subheading '[Acquiring cultural and creative competences through education and training](#)' in the article 'Developing Cultural and Creative Competences' for information on these.

[Teaching and Learning in General Lower Secondary Education](#)

[Teaching and Learning in General Upper Secondary Education](#)

[Teaching and Learning in Vocational Upper Secondary Education](#)

### Fostering innovation through non-formal and informal learning and youth work

The National STEM Learning Network is a joint initiative by the Department for Education and the [Wellcome Trust](#). The initiative, which is UK-wide, was set up in direct response to concerns about the engagement of young people in science.

Among the programmes and projects run by the network, is the [STEM Ambassadors](#) programme. STEM Ambassadors are volunteers from a wide range of science, technology, engineering and mathematics (STEM) related jobs and disciplines. As well as working with schools and colleges across the UK, the network works with youth and community groups and others to ensure they have access to STEM Ambassadors to engage young people with STEM subjects outside the classroom.

With the support of Government funding, this programme is offered free of charge to education providers and youth and community organisations.

[British Science Week](#) is an annual programme of Science, Technology, Engineering and Maths events and activities across the UK for people of all ages. It is run by the British Science Association ([BSA](#)). British Science Week supports any type of organiser, including youth and community groups and will help organisers to plan events by providing a range of free activity and support resources.

BSA is also running a new extra-curricular initiative in 2017 for young people aged 11-to-19 to come up with innovative solutions that have the potential to change the world in global health and development issues.

The initiative, [Youth Grand Challenges](#), links with BSA's [CREST Awards](#) programme which is the only nationally recognised accreditation scheme for young people's project work in science, technology, engineering and maths (STEM) subjects. The awards are offered at six levels and are for 5- to 19-year-olds. CREST gives young people the chance to

participate in hands-on science through investigations and enquiry-based learning. The programme can be run in schools, clubs, youth groups, other organisations or at home.

## **6.8 Media literacy and safe use of new media**

### **National strategy**

On 27 February 2017, the Secretary of State for Culture, Media and Sport announced that work on an internet safety strategy for young people was beginning (see '[Current debates and reforms](#)').

On 1 March 2017, the Department for Digital, Culture, Media and Sport (DCMS) introduced a new all-age [digital strategy](#), with a focus on the digital economy. The section on child internet safety contained a commitment to protect children and young people from 'inappropriate or harmful material such as extremist or age-inappropriate content.'

The strategy also commits the Government to continuing to collaborate with industry, working with the [Internet Watch Foundation](#), to eradicate the opportunities presented by developing technology to facilitate online child sexual exploitation.

The [UK Council for Child Internet Safety](#) (UKCCIS) was set up in 2008 to bring the Government together with key stakeholders to help keep children and young people safe online. Actions include:

- family-friendly filters for the vast majority of broadband customers, with prompts to encourage parents to activate them, and automatic family-friendly public Wi-Fi in places where children are likely to be
- guidance for providers of social media and interactive services (including gaming) to help make their platforms safer for children and young people under 18.

Measures in the [Digital Economy Act](#), which received Royal Assent on 27 April 2017, will introduce age checks for pornographic websites so under-18s cannot view harmful content – with powers to block sites which refuse to comply.

The Government has issued [statutory guidance](#) to schools and colleges on their duty to keep pupils and students safe:

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place (p.18).

See also Annex C on 'Online Safety'.

Ofsted, the inspectorate, [requires](#) its inspectors to consider evidence in its inspections of schools and colleges that:

- action is taken to ensure that children are taught about safeguarding risks, including online risks
- staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours
- appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Inspectors should:

include online safety in their discussions with children and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise (p.15).

Responsibility for media literacy, digital competences and safe use of new media involves several government departments and agencies.

The Department for Digital, Culture, Media and Sport ([DCMS](#)) is responsible for media and for young people; the Parliamentary Under Secretary of State for Minister for Sport, Tourism and Heritage is the minister responsible for domestic online safety issues.

The [Home Office](#) has responsibility for cyber security and counter-terrorism.

The [Department for Education](#) has responsibilities for the school curriculum, education programmes and safeguarding and Ofsted for inspecting the arrangements for these at school and college level.

Under the [Communications Act 2003](#), [Ofcom](#) (the Office of Communications), the independent regulator and competition authority for the UK communications industries, has a responsibility to promote, and to carry out research in, media literacy.

### **Media literacy and online safety through formal education**

Digital competences are developed through the subject 'computing' in the [National Curriculum](#), introduced in 2014, and replacing the subject Information and Communication Technology. Computing is a compulsory subject throughout compulsory education, from age 5 to 16 in [maintained schools](#). [Academies](#) are not obliged to follow the National Curriculum, but use it as a benchmark.

One of the purposes of the study of computing is to ensure that:

pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world (p. 230).

One of the aims is to ensure that pupils 'are responsible, competent, confident and creative users of information and communication technology' (p. 230).

From the first year of primary education (age 5 to 6), pupils are introduced to the safe use of technology and to how to protect their privacy and identity online. At Key Stage 3 (ages 11-14), students should be taught to:

understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

At Key Stage 4 (ages 14-16) students should be taught to:

understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

The most common qualifications taken by students at the end of Key Stage 4, [GCSEs](#), align, for each subject, with their related programme of study. While the computing programme of study is compulsory at Key Stage 4, it is entirely a matter of student choice and course availability as to whether or not a qualification in GCSE computing is taken.

In addition to the compulsory subjects in the National Curriculum, all schools should make provision for personal, social, health and economic education (PSHE), and may also make provision for other subjects or topics of their own choice (For the broad aims for the curriculum that underpin this expectation see 'Teaching and Learning in General Lower Secondary Education' in the Eurydice national description). These subjects offer opportunities to further develop media and digital literacy and aspects of online safety.

The Government is reviewing the provision of PSHE, with a view to putting it on a statutory footing (see '[Current debates and reforms](#)').

## Pedagogical tools

Resources for teachers are available from several organisations.

The UK Safer Internet Centre is a partnership of three organisations: [SWGfL](#) (South West Grid for Learning), [Childnet International](#) and the [Internet Watch Foundation](#). It was appointed by the European Commission as the Safer Internet Centre for the UK in January 2011 and is one of the 31 Safer Internet Centres of the Insafe network.

It provides a collection of its own [resources for teachers](#) and resources from other relevant organisations.

SwGfL, one of the partner organisations in the UK Safer Internet Centre, also makes a large collection of [resources](#) freely available. It has developed a self-review online tool, [360 Degree Safe](#), for schools to review their online safety provision and to develop an action plan to bring about improvements.

The Government provides grant funding to the [Network of Teaching Excellence in Computer Science](#) to help teachers and school leaders build their knowledge and understanding of technology.

## Promoting media literacy and online safety through non-formal and informal learning

The Government's [digital strategy](#), published in March 2017, mentions some innovative initiatives outside the formal curriculum which provide young people with opportunities to develop their digital skills. For example, the [Raspberry Pi Foundation](#) is providing low-cost, high performance computers to learners alongside outreach and education to make more young people access computing and digital making.

The BBC [Make it Digital](#) programme partnered with over 25 organisations to provide the micro:bit (a pocket sized codeable computer) to every child in year 7 (aged 11) to inspire them to develop their interest and digital creativity.

The Government is supporting the National Citizen Service (NCS see '[National programme for youth volunteering](#)' in the article on 'youth volunteering at national level') and the Raspberry Pi Foundation to take forward a pilot that will test new ways to include digital skills and careers in NCS programmes. This could include hands-on coding experience, digital making, digital entrepreneurship and contact with creative technology-focused businesses to inspire participants to consider a career in the sector.

[CEOP](#) is the child protection command of the [National Crime Agency](#). The CEOP Command's [Thinkuknow](#) programme provides resources, training and support for professionals who work directly with children and young people, including those in youth work and non-formal settings.

[Training](#) provided by CEOP includes 'Keeping Children Safe Online', an introductory e-learning course for professionals. Those who complete the course and who register for access to CEOP's Thinkuknow educational resources are awarded Thinkuknow Trainer status, with access to its full range of resources for delivery to young people and parents/carers.

## Raising awareness about the risks posed by new media

The UK Council for Child Internet Safety ([UKCCIS](#)) is a group of more than 200 organisations drawn from across government, industry, law, academia and charity sectors that work in partnership to help keep children safe online. In 2016, it published [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#).

The [Anti-Bullying Alliance](#) provides information resources to young people on various aspects of bullying, including cyberbullying.

In 2016, [Childnet International](#) issued cyberbullying [guidance](#) funded by the UK [Government Equalities Office](#) and the European Union, which showed schools how to embed cyberbullying in their anti-bullying work.

The [UK Safer Internet Centre](#) exists to promote the safe and responsible use of technology for young people. It is a partnership of three leading organisations: the South West Grid for Learning ([SWGfL](#)), [Childnet International](#) and the Internet Watch Foundation ([IWF](#)). The partnership was appointed by the European Commission as the Safer Internet Centre for the UK in January 2011 and is one of the 31 Safer Internet Centres of the [Insafe](#) network. The centre has three main functions:

1. Awareness Centre: to provide advice and support to children and young people, parents and carers, schools and the children's workforce and to coordinate Safer Internet Day (see below) across the UK
2. Helpline: to provide support to professionals working with children and young people with online safety issues
3. Hotline: an anonymous and safe place to report and remove child sexual abuse imagery and videos, wherever they are found in the world.

[Safer Internet Day](#) is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people and inspire a national conversation.

Coordinated in the UK by the [UK Safer Internet Centre](#), the celebration sees hundreds of organisations get involved to help promote the safe, responsible and positive use of digital technology for children and young people.

The day offers the opportunity to highlight positive uses of technology and to explore the role played by young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers and others in helping to create a better and safer online community. Events and activities are run across the UK.

A current concern about the risks posed by social media is that of radicalisation. Building young people's resilience and the promotion of fundamental British values includes ensuring they are protected from the threat of extremist and ideological views and materials online. In July 2015, the Government issued new advice to all schools and childcare providers to coincide with the new prevent duty introduced as part of the [Counter-Terrorism and Security Act 2015](#), which legally requires a range of organisations including schools, colleges, universities, local and other public bodies to take steps to prevent people from being drawn into terrorism).

At the same time, it issued a guidance document, [How Social Media is Used to Encourage Travel to Syria and Iraq: Briefing Note for Schools](#).

## **6.9 Awareness-raising about non-formal and informal learning and quality youth work**

### **Information providers / counselling structures**

These information and counselling services may be provided by [local authorities](#) (LAs), whether directly or indirectly. LAs have a statutory duty under section 507B of the Education and Inspections Act 1996, as introduced by section 6 of the [Education and Inspections Act 2006](#) to secure, sufficient services and activities for young people aged 13-19 (and those with learning difficulties to age 24) and to improve their well-being. They have responsibility for coordinating the overall local offer of all available provision for young people. They do not have to deliver the services themselves but may commission, support and facilitate actors from the voluntary, community and social enterprise sector (VCSE) to do this.

As the main providers or commissioners of youth services, individual local authorities are also the main providers of information on the learning opportunities included within their local offers. Statutory [guidance](#) says that local authorities should take the strategic lead

and 'publicise effectively to young people and their families the overall local offer of all services and activities available for young people locally'.

There is no central source of information and guidance on non-formal, informal and youth work learning opportunities; rather each local authority provides the information on its website, typically on a section such as integrated youth support services, youth support services, community, community learning and/or adult learning. Local authorities commonly also provide directories of youth organisations. As well as local authority websites, local authority run libraries are sources of information on learning programmes and youth organisations.

[Generation Change](#) is a UK charity partnership and sector-based network of youth social action organisations. Together with [Step Up To Serve](#) it coordinates 'Horizon', an online mapping tool which shows youth social action programmes across the UK, developed with the support of British Gas.

They have now [mapped](#) more than 1.2 million social action opportunities for 11- to 25-year-olds.

### **Awareness raising initiatives**

The National Youth Agency ([NYA](#)) describes itself as the national body for youth work. Although it no longer receives government funding, and operates as a charity, it is recognised as a leading source of information and expertise in England on youth policy and youth work.

NYA runs an annual [Youth Work Week](#), which provides an opportunity for youth organisations, youth workers and young people to celebrate their achievements and the impact of their work. Activities during the 2016 week included debates, case studies, Twitter campaigns and a conference, at which the youth minister spoke.

See also the article '[Raising awareness about youth volunteering opportunities](#)'.

## **6.10 Current debates and reforms**

### **General Election**

A General Election was held on 8 June 2017. As the Conservative Party which had formed the previous government failed to secure a majority, at the time of writing, we were unsure of what changes there might be to the programme for government – and how these might impact on provision for young people's formal and non-formal learning.

### **Brexit**

There is some uncertainty over the future of UK participation in EU programmes, such as Erasmus+, following the referendum vote on 23 June 2016 in favour of leaving the EU and the triggering of Article 50 on 29 March 2017. An [update](#) (29 September 2017) on the website of the Erasmus+ UK National Agency states that the UK continues to be a full member of the EU (with continued access to EU funding under Erasmus+) up until the point of formal exit. It also states that the UK Government has confirmed it will underwrite grant payments for Erasmus+ projects agreed while the UK is still a Member State – even if payments continue beyond the point of the UK's exit date.

### **Reform of technical education**

The Government announced its intention to implement an overhaul of technical education as set out in its [Post-16 Skills Plan](#). This entails the replacement of the thousands of courses which currently exist with 15 routes into skilled employment. Each route, such as health and science, construction, social care, or engineering and manufacturing, will be delivered either through a two-year, college-based programme including a work placement, or through an apprenticeship. The Government intends the programmes to be suitable for 16–18 year-olds, but also accessible by adults (students aged 19 and over).

Each programme will be closely aligned to the apprenticeships at the start of each route and it will be possible to move from one to the other.

The first routes will be made available from 2019 and all will include English, maths and digital skills, according to employers' needs. The programmes will be as demanding as [A levels](#).

As part of the reforms, those who are not ready to start an academic or technical option at the age of 16 will be able to opt for a tailored, fully-funded 'transition year'. This will equip them with the knowledge and skills needed to move forward in their education.

The development of the *Post-16 Skills Plan* follows the publication of [the Report of the Independent Panel on Technical Education](#) (the Sainsbury Report) which recommended simplifying the current system. The Plan accepts all of the panel's recommendations.

### **Careers strategy**

The Government's January 2017 [Green Paper](#) on a proposed industrial strategy advised that a comprehensive (and all-age) strategy on careers information, advice and guidance, would be published later in 2017.

### **Internet safety strategy**

On 27 February 2017, the Secretary of State for Culture, Media and Sport [announced](#) that cross-government work had begun to develop a new Internet Safety Strategy aimed at making Britain the safest country in the world for children and young people to be online. The Secretary of State is leading the drive on behalf of the Prime Minister.

A report by Professor Sonia Livingstone has been commissioned to provide up to date evidence of how young people are using the internet, the dangers they face, and the gaps that exist in keeping them safe.

The work is expected to centre on four main priorities: how to help young people help themselves; helping parents face up the dangers and discuss them with children; industry's responsibilities to society; and how technology can help provide solutions.

The focus will be on preventing children and young people from harm online and making the internet a safer place.

### **Personal, Social, Health and Economic education (PSHE)**

On 1 March 2017, the Department for Education issued a policy statement on sex education in schools. Through the Children and Social Work Act, which received Royal Assent on 27 April 2017, all secondary schools whether maintained, academies or independent, will be statutorily required to provide Relationships and Sex Education. Currently, only pupils attending maintained secondary schools - which represent around a third of secondary schools - are guaranteed to be offered sex and relationships education.

One of the issues which the statement suggests is likely to be included in the subject content is healthy relationships and safety online.

Pending the outcome of review work, all primary and secondary schools may be required by statute to provide personal, social, health and economic education (PSHE) or elements of it. The changes are intended to come into effect in September 2019.

## **7. Health and Well-Being**

While the National Health Service covers people of all ages, there are also dedicated services for children and young people, such as CAMHS (child and adolescent mental health services) and the school nursing service.

The mental health of children and young people has emerged as a key issue of concern. The Government has committed to publishing a Green Paper on children and young people's mental health by the end of 2017 and it is one of the Children's Commissioner's priority issues. The Mental Health First Aid programme is being introduced into secondary schools between 2017 and 2019.

Note: The Office of the Children's Commissioner exists to promote and protect the rights and interests of children and young people (see '[Actors](#)' in the Participation chapter).

## 7.1 General context

### Main trends in the health conditions of young people

Results from the 2014 [survey](#) *Smoking, Drinking and Drug Use among Young People in England*, conducted on behalf of NHS Digital, an executive non-departmental public body, sponsored by the Department of Health, of secondary school pupils aged 11 to 15, shows a decline in the prevalence of smoking, drinking and drug use:

- In 2014, less than one in five 11 to 15 year olds (18 per cent) said that they had smoked at least once. This was the lowest level recorded since the survey began in 1982, and continues the decline since 2003, when 42 per cent of pupils had tried smoking.
- In 2014, 38 per cent of 11 to 15 year olds had tried alcohol at least once, the lowest proportion since the survey began.
- The prevalence of drug use among 11 to 15 year olds in England declined between 2001 and 2010. Since then the decline has slowed. In 2014, 15 per cent of pupils had tried drugs once 10 per cent had taken drugs in the last year, and 6 per cent had taken drugs in the last month.
- The estimates from this survey indicate that in England in 2014 around 90,000 pupils aged between 11 and 15 were regular smokers, around 240,000 had drunk alcohol in the past week, 180,000 had taken drugs in the last month, and 310,000 had taken drugs in the last year.

The emphasis of the 2014 survey was on smoking and drinking, whilst still containing some information on drugs and also included: e-cigarettes, waterpipe tobacco, legal highs and energy drinks for the first time. Results of the next planned survey in 2016 have not yet been published (further details are available [here](#)).

In 2015 the under 18 conception rate per 1000 women was the lowest recorded since comparable statistics were first produced:

- In 2015 there were 20,351 conceptions to girls and young women aged under 18 in England and Wales, a 10 per cent decrease compared with 22,653 in 2014.
- The under 18 conception rate was 21.0 in 2015, an 8.3 per cent decrease from 22.9 in 2014.
- This is the lowest number of conceptions and the lowest conception rate for girls and young women aged under 18 since comparable statistics were first produced in 1969. In 1969 there were 45,495 conceptions to girls and young women aged under 18, resulting in a rate of 47.1.

Source: *Conceptions in England and Wales: 2015. Figure 3: Under 18 conception rate, 1969 to 2015*

While low, the rate remains higher than in many western European countries (see [Adolescent fertility rate](#) (births per 1,000 women ages 15-19) (1960 and 2015)).

Government statistics quoted in *Young People's Health: Where Are We Up To? Update 2017* indicate the seriousness of other trends, including:

- Rates for hospital admissions for self-harm for 10-24 year olds have risen from 330 per 100,000 in 2007/8, to 367 in 2013/14.

- Referrals to specialist child and adolescent mental health services (CAMHS) increased by 64 per cent between 2012 and 2015.

### Main concepts

No particular concepts have been identified.

## 7.2 Administration and governance

### Governance

#### Main governmental and public actors involved in policy-making

The Department of Health ([DH](#)), a ministerial department leads, shapes and funds health and care. Children's health is one of its [policy](#) areas.

The remit of Public Health England ([PHE](#)), an executive agency, sponsored by the Department of Health, is to protect and improve the nation's health and wellbeing, and reduce health inequalities.

[NHS England](#), an executive non-departmental public body, leads the National Health Service (NHS). It sets the priorities and direction of the NHS and encourages and informs the national debate to improve health and care.

The National Institute for Health and Care Excellence ([NICE](#)) is a non-departmental public body providing national guidance and advice to improve health and social care. One of its 'population groups' is children and young people.

The Care Quality Commission ([CQC](#)) is the independent regulator of health and social care.

At local level, Health and Wellbeing Boards, established under the [Health and Social Care Act 2012](#), plan how to meet the needs of the local population through commissioning and integrating all health services and how to tackle local inequalities in health. The boards are established by local authorities and bring together the NHS, public health, adult social care and children's services, including elected representatives and [Local Healthwatch](#) organisations (which champion the interests of service users).

[Clinical Commissioning Groups](#) (CCGs), also established under the Health and Social Care Act 2012 are clinically-led statutory NHS bodies responsible for the planning and commissioning of clinical health care services for their local area and must be represented on Health and Wellbeing Boards.

In developing health and wellbeing strategies for their local areas, Health and Wellbeing Boards must have regard to the Government's annual [mandate to NHS England](#), which sets out the Government's priorities and the budget for the NHS.

Further information on Health and Wellbeing Boards is available in this House of Commons Library [briefing](#).

Local authorities have a wider duty to promote healthy lifestyles in their areas and are providers and commissioners of community sport and leisure facilities.

The Department for Digital, Culture, Media and Sport ([DCMS](#)) is responsible for a wide cross-section of policy which affects young people, including arts and culture, tourism and heritage, media and digital, civil society and social action, and sport (including the [2012 Olympic and Paralympic legacy](#)).

[Sport England](#) is an executive non-departmental public body, sponsored by the Department for Digital, Culture, Media and Sport. Sport England's strategic aims are to get more people from every background regularly and meaningfully engaging in sport and physical activity, and to work towards a more productive, sustainable and responsible sport sector.

Its remit covers adults and children from the age of 5 (apart from school sport, which is delivered through the [Department for Education](#)). Sport England is also a statutory consultee on planning applications that affect playing fields in England.

At a local level, Sport England is supported by County Sports Partnerships, networks of local agencies committed to working together to increase the number of people taking part in sport and physical activity. Sport England is also responsible for measuring both the levels of activity of children and young people and the correlation between children and young people's attitudes and physical activity through the [Active Lives](#) (Children and Young People) survey, which was launched in September 2017 and should reach over 100,000 children each year.

The [House of Commons Health Committee](#) is appointed by the House of Commons to examine the policy, administration and expenditure of the Department of Health and its associated bodies.

The responsibilities of the Minister of State for School Standards and Minister for Equalities within the Department for Education ([DfE](#)) include children and young people's mental health in schools.

The [Children's Commissioner](#) for England is an independent statutory office, which aims to promote and protect the interests of children and young people across a range of areas, including physical and mental health.

### **Main non-public actors involved in policy-making**

There is a wide range of non-government organisations which seek to influence policy making in young people's health and wellbeing. These include:

The [Association for Young People's Health](#) (AYPH) is a charity working in the area of young people's health. Its work includes:

- involving young people and making sure their views are heard
- working with healthcare providers to improve services for young people
- improving access to information, resources and innovation
- promoting evidence-based practice and highlighting important data
- increasing communication between practitioners from different sectors.

The [Youth Sport Trust](#) is a charity which promotes awareness of how physical education and school sport can deliver whole school positive outcomes to improve attainment, physical and mental wellbeing and inclusion.

The [Association for Physical Education](#) (afPE) is the membership subject association for physical education. Its main purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of physical education, influencing developments in physical education at national and local levels.

The [Royal Society for Public Health](#) (RSPH) is an independent, multi-disciplinary charity dedicated to the improvement of the public's health and wellbeing. Its object is to inform policy and practice, and educate and support communities and individuals to live healthily.

The [Young Health Movement](#) (YHM) is a peer driven approach to raising public health awareness among young people, run by RSPH. YHM works with a wide variety of young people's services, including local authorities, schools and colleges, youth centres and organisations, charities and community groups. It has developed a national network of young people's health and wellbeing services, resources and points of information.

### **Cross-sectorial cooperation**

Cross-sectorial cooperation is embedded in the approach to policy making. For example, Public Health England has produced a framework for national and local action to address the specific public health needs of young people and ensure their future health, *Improving Young People's Health and Wellbeing*. This framework was developed with

support from the charity Association of Young People's Health and with input from across health, education, youth services and local and national government.

The statutory Health and Wellbeing Boards, established under the [Health and Social Care Act 2012](#), act as forums in which leaders from the local health and care system can work together to improve the health and wellbeing of their local populations. They bring together clinical, political, professional and community leaders to address local health challenges.

## **7.3 Sport, youth fitness and physical activity**

### **National strategy(ies)**

A cross-government strategy, *Sporting Future*, was published in 2015 and set out a new government vision for success in sport. The strategy focuses on five key outcomes: physical wellbeing, mental wellbeing, individual development, social and community development, and economic development. Its main aim is to get more people more active, a key part of which was to end the distinction between traditional 'sport' and broader physical activities, such as walking, dance and fitness classes.

There is a strong emphasis on attracting under-represented groups such as women, disabled people, those in lower socio-economic groups and older people into sport and physical activity. Progress on the strategy is reported through an annual report to Parliament.

The overall strategy has no deadline, but some actions do contain specific timeframes.

The strategy covers all ages, but there is a section on children and young people. Actions that concerned children and young people include:

- extending the age range for which [Sport England](#) is responsible downward from 14 to 5 in order to have a greater impact across the whole of a person's sporting life and across the transitions and disruptions that young people face
- extending the Active Lives survey to measure children's engagement in sport and physical activity
- seeking to better understand the barriers and issues around the drop-off in engagement from primary to secondary as well as identify good practice, particularly for those groups who are most affected, such as girls
- continuing to support the School Games, a national programme which offers opportunities for all children to engage in competitive sports
- establishing a [working group to advise](#) on how to ensure no child leaves school unable to meet a minimum standard of capability and confidence in swimming
- provision by the [Department for Transport](#) of £50m in the period to 2020 to support [Bikeability](#) training for school children.

[Please note that sport in the UK is a devolved matter. The grassroots/participation aspects of the sport strategy apply to England and are delivered by Sport England on behalf of DCMS. Participation in sport in Wales, Scotland and Northern Ireland is the responsibility of those administrations.]

Actions that concerned children and young people include:

- extending the age range for which [Sport England](#) is responsible downward from age 14 to age 5 in order to have a greater impact across the whole of a person's sporting life and across the transitions and disruptions that young people face
- establishing a working group to advise on how to ensure no child leaves school unable to meet a minimum standard of capability and confidence in swimming
- provision by the [Department for Transport](#) of £50m in the period to 2020 to support [Bikeability](#) training for school children.

Sport England has developed its [delivery strategy](#) (*Towards an Active Nation*) to support *Sporting Future*. In reference to children and young people, this includes commitments to:

- invest up to £40m into projects which offer new opportunities for families with children to get active and play sport together
- ensure there is a good sports and activity offer before and after the school day through supporting satellite clubs (local sport and physical activity clubs that are designed around the needs of young people and provide them with positive, enjoyable experiences that make it easy for them to become – or stay – active)
- offer specialist training to at least two teachers in every secondary school in England by 2020
- recognise the importance of transitions between both primary and secondary and then to further and higher education, with an increased focus on supporting inactive children and students to take up sport and exercise.

### Promoting and supporting sport and physical activity among young people

In 2011, the Chief Medical Officers (CMOs) of England, Scotland, Wales and Northern Ireland issued [guidelines](#) for recommended levels of physical activity for different age groups. For children and young people aged 5 to 18 years these are as follows:

1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
2. Vigorous intensity activities, including those that strengthen muscle and bones should be incorporated at least three days a week.
3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

For further information see [Start Active, Stay Active: a Report on Physical Activity for Health from the Four Home Countries' Chief Medical Officers](#) and [Everybody Active, Every Day: Protecting and Improving the Nation's Health. An Evidence-based Approach to Physical Activity](#).

### Sport England investment

Sport England funds a range of programmes to promote sport and physical activity amongst children and young people.

**Satellite clubs** are outposts of local sport or physical activity clubs based around the needs of young people. These clubs are for young people (aged 14-19) who are inactive or less active on a regular basis, and aim to provide them with positive, enjoyable experiences that make it easy for them to become active or to develop more regular activity habits.

**Tackling inactivity in colleges** is a £5 million programme that will specifically target inactive students in further education. Tackling inactivity is one of Sport England's core priorities, and up to £5 million of National Lottery funding has been invested in 50 Further Education and Sixth Form Colleges to deliver two year projects from September 2017 until August 2019. Alongside traditional activities, such as gym and fitness classes, archery, yoga and pilates, and self-defence, colleges will also use new, non-traditional ways to get students active.

The **Potentials Fund** targets children and young people aged 10 to 20 (with a particular focus on 10-14 year-olds) who are interested in doing something to benefit their community, through social action. The £3m total programme funding is made up of £1.5m from Sport England, which is match funded by the *#iwill* fund, a partnership between the Big Lottery Fund, the Department for Digital, Culture, Media and Sport, and Step Up To Serve. The project will explore ways to get young people involved in social action that includes sport and physical activity – especially those who do not regularly volunteer and who might not have been involved in sport before. Particular groups

targeted are 10-14 year-olds, young people whose mental and emotional wellbeing may be vulnerable, and those who are traditionally under-represented in sports volunteering.

The **School Games** is a national programme which offers opportunities for children to take part in competitive sport at all levels; within their own school or local area as well as county and regional events. Over 21,000 schools compete in levels 1-3 and over 1m children have participated. This includes children with disabilities; inclusive sport formats have been created to enable Special Education Needs/disabled (SEND) and non-SEND pupils to compete alongside each other, and wheelchair tennis and basketball are two of the events played at the elite National Finals.

The School Games National Finals provides an opportunity for elite young athletes to compete alongside the best athletes from across the UK and to prepare for international competition. This programme has had great success at the elite sport level. At the Rio Olympics and Paralympics 15 per cent of Team GB and 20 per cent of Paralympics GB (88 athletes in total) were School Games alumni.

Policy responsibility for the School Games is held by the [Department for Digital, Culture, Media and Sport](#) (DCMS), supported by the [Department for Education](#) and the [Department of Health](#). The programme is funded by the Department of Health and DCMS (via Sport England) and delivered by the Youth Sport Trust, in partnership with the British Paralympic Association and British Olympic Association.

**Change4Life Sports Clubs** are a type of extracurricular sports club, designed to increase physical activity levels in less active children in primary and secondary schools by:

- using multi-sport themes (primary) or alternative school sports (secondary)
- using the inspiration of the Olympic and Paralympic Games
- responding to what children want
- establishing a habit of regular participation
- developing a real sense of belonging
- changing behaviours relating to key health outcomes (including healthy eating, physical activity and emotional health).

### Physical education in schools

Under the reformed National Curriculum, which local authority [maintained schools](#) have been required to teach since September 2014, physical education (PE) remains a compulsory subject until the end of compulsory full-time education at age 16. National Curriculum [programmes of study](#) outline what should be taught at each key stage.

[Academies](#) and [free schools](#) do not have to follow the National Curriculum but are required to provide a broad and balanced curriculum that promotes, among other things, the physical development of pupils.

There are no recommendations for taught time.

As part of the autonomy of schools, they or individual teachers are free to select the pedagogical tools which they use. The Association for Physical Education ([afPE](#)), the UK PE subject association, provides some free resources and tools on its website.

Individual [Awarding Organisations](#) may offer teaching resources to schools entering students for their examinations in PE qualifications, e.g. AQA's [resources](#) for its Physical Education GCSE.

From October 2012, new regulations (the [School Premises \(England\) Regulations 2012](#)) have applied to the provision of outdoor space by schools. These require that suitable outdoor space must be provided to enable 'pupils to play outside' and 'physical education to be provided to pupils in accordance with the school curriculum'.

Local authorities and schools must seek the consent of the Secretary of State when seeking to dispose of publicly funded school land, including playing fields. [Advice](#) from

the Department for Education, refers (p.6) to the 'very strong policy presumption against the disposal of school playing field land'.

One of the strands in Sport England's *Towards an Active Nation* strategy is to focus on before and after school provision:

Help to ensure there is a good sports and activity offer before and after the school day through supporting satellite clubs and exploring the new Government investment into extending the school day and breakfast clubs (p.21).

The Department for Education is introducing a [Healthy Pupils Capital Programme](#) in 2018/19, which will be funded through the [Soft Drinks Industry Levy](#). The Healthy Pupils capital programme will provide £100m to help pupils benefit from healthier, more active lifestyles. Funding will be available to primary and secondary schools and sixth-form colleges.

### Collaboration and partnerships

County Sports Partnerships (CSPs) are [networks](#) of local agencies committed to working together to increase the number of people taking part in sport and physical activity. CSPs cover all age groups, but do specific work with schools and the further/higher education sectors, including coordinating Sport England programmes at a local level.

## 7.4 Healthy lifestyles and healthy nutrition

### National strategy(ies)

In 2017, the Department of Health published its tobacco control plan, *Towards a Smokefree Generation: a Tobacco Control Plan for England*. This is an all-age strategy, but discouraging young people from smoking is one of its priorities.

The main targets of the overall strategy are to be achieved by 2022, but there is also a commitment to continue with efforts to reduce smoking prevalence beyond then. The vision of the strategy is to create a smokefree generation, which will be regarded as achieved once smoking prevalence is at 5 per cent or below, across all age groups.

The aims of the strategy include:

- reducing the prevalence of 15-year-olds who regularly smoke to 3 per cent or less by the end of 2022
- reviewing the data on 16- and 17-year-olds to help in understanding the trends in smoking amongst young people
- reducing the prevalence of smoking among adults, from 15.5 per cent to 12 per cent or less as a way of reducing the number of young people who smoke through being influenced by adults' behaviour
- reviewing the type and level of sanctions for tobacco retailers who repeatedly break laws designed to protect young people.

At national level, implementation of the strategy is mainly the responsibility of the Department of Health, NHS England and Public Health England. Implementation at local level is the responsibility of local councils and Clinical Commissioning Groups.

In 2017, the Government published a new [drug strategy](#), setting out its approach to curbing the demand for and supply of drugs. It is an all-age strategy, but it includes the objective (p.2) of 'preventing people – particularly young people – from becoming drug users in the first place'. Young people not in education, employment or training, and looked after children (those in the care of a public authority) are identified as particularly at risk.

There is no specific timeframe for the strategy.

Actions relating to young people, include:

- investing in a range of evidence-based programmes, which have a positive impact on young people and adults, giving them confidence, resilience and risk management skills to resist risky behaviours and recover from set-backs
- providing support to school nurses, teachers and wider community services, including youth workers, to work together to promote health and wellbeing
- providing information and intelligence to improve decision-making, enabling high quality and cost effective services.

Specific services which the Government will support under the strategy include developing its [‘Talk to FRANK’](#) service, continuing to develop and promote the [‘Rise Above’](#) digital hub and expanding the Alcohol and Drugs Education and Prevention Information Service ([ADEPIS](#)) to reach wider prevention partners, such as youth offending teams.

The strategy also emphasises the importance of good quality Personal, Social, Health and Economic (PSHE) education (see [‘Health education and healthy lifestyles education in schools’](#)).

Responsibility for implementation is cross-governmental, driven by a Drug Strategy Board, chaired by the Home Secretary and including representation from key government departments and wider partners, e.g. Public Health England and the National Policing Lead on Drugs.

In 2017, the Government published an [evaluation](#) of its previous (2010) drug strategy. Findings include the importance of early intervention (especially pre-school and family-based programmes, as well as school-based Personal, Social and Health Education) in reducing risk factors associated with drug use and in turn drug use itself.

Public Health England’s strategic action plan for 2016-2019, [Health Promotion for Sexual and Reproductive Health and HIV](#) is all-age, but young people are identified as one of the groups at risk. The plan is set in the strategic context of the Department of Health’s 2013 [A Framework for Sexual Health Improvement in England](#).

To reduce the rate of under 18 and under 16 conceptions as well as narrow the variation in rates across the country, the action plan commits Public Health England to:

- provide improved data to local authorities
- promote evidence and effective practice to reduce teenage pregnancy and improve the public health outcomes for the school age population
- ensure that young people have access to accurate information on sexual and reproductive health
- promote training and capacity building for the wider school workforce to increase and improve delivery of Sex and Relationships Education and Personal, Social, Health and Economic (PSHE) education (see [‘Health education and healthy lifestyles education in schools’](#)).

Implementation is mainly the responsibility of Public Health England, with the NHS and local authorities.

There is also a 2016 cross-Government action plan, [Childhood Obesity: a Plan for Action](#), but this is aimed at children aged 15 and under.

Note that, at local level, Health and Wellbeing Boards and local councils have their own health and wellbeing strategies, both general and targeted, e.g. teenage pregnancy strategies, to reflect the needs and characteristics of their particular populations.

### **Encouraging healthy lifestyles and healthy nutrition for young people**

The national Healthy Child Programme 0-19, includes the [Healthy Child Programme: From 5-19 Years Old](#). The programme sets out the recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing.

The 5-19 element is led by school nursing services (see section '[Stakeholders](#)' in the article 'Mechanisms of early detection and signposting of young people facing health risks').

One of the six themes covered by the Department for Digital, Culture, Media and Sport's [Life Chances Fund](#), launched in July 2016, is young people. The young people theme focuses on reducing the risk of negative, social, economic and health outcomes amongst disadvantaged young people aged 11-24. The programme operates through [Social Impact Bonds](#).

The [Healthy Universities Network](#) supports whole university approaches to health and wellbeing. This extends to staff and the wider community, as well to students.

The Department for Education is introducing a [Healthy Pupils Capital Programme](#) in 2018/19. Funding will be available to primary and secondary schools and sixth-form colleges to improve facilities, including those that support healthy eating. The programme will be funded through the [Soft Drinks Industry Levy](#).

Public Health England published Government's [recommendations](#) for energy and nutrients in 2016. The [Eatwell Guide](#) is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet. For schools, the Department for Education developed a [School Food Plan](#) in 2013. Updated [regulations](#) on school food were issued in 2014 and new [School Food Standards](#) became mandatory in January 2015.

### Health education and healthy lifestyles education in schools

Personal, Social, Health and Economic (PSHE) education is a non-statutory subject, although Government [guidance](#) states that it is 'an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice'. Under new legislation, the [Children and Social Work Act 2017](#), however, the Secretary of State for Education may make PSHE, or elements therein, mandatory in all schools, subject to careful consideration (see '[Current debates and reforms](#)').

The [PSHE Association](#) has developed a non-statutory [programme of study](#) to support schools. Within the programme of study (p.5), one of the overarching concepts developed through PSHE is 'A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).'

At Key Stages 3 and 4 (pupils aged 11-16) the core theme of 'health and wellbeing' includes a focus on:

- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
- parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health; and to keep themselves and others safe.

The Government has provided grant funding to the PSHE Association, a charity, and the national membership organisation for Personal, Social, Health and Economic (PSHE) education, to enable it to help schools in their PSHE provision through advice and [teaching resources](#).

Under the [Children and Social Work Act 2017](#), Relationships and Sex Education (RSE) will be made mandatory for all schools, including [academies](#) (see '[Current debates and reforms](#)'). Currently, under the [Education Act 2002](#), maintained secondary schools must teach sex education but this does not extend to schools which have academy status. It is usually taught as sex and relationship education (SRE), within the curriculum for Personal, Social, Health and Economic (PSHE) education. There is no statutory programme of study but schools must have regard to [statutory guidance](#).

The Government has endorsed the PSHE Association's non-statutory [programme of study](#) and its [supplementary advice](#) for schools.

Within the programme of study, for Key Stages 3 and 4 (ages 11-16), the core theme of 'relationships' includes a focus on:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- the concept of consent in a variety of contexts (including in sexual relationships)
- managing loss including bereavement, separation and divorce.

Making informed choices about sexual health and learning about parenthood and the consequences of teenage pregnancy fall under the 'health and wellbeing' core theme.

### Peer-to-peer education approaches

There is a wide range of peer-based approaches operated by charities operating in the youth sector. Examples of these include:

[Straight Talking Peer Education](#), funded through the Big Lottery, employs teenage mothers and young fathers to run courses in secondary schools about the realities of early parenthood, healthy relationships, child sexual exploitation and sexting.

This [work](#) aims to:

- reduce teenage parenthood and sexual exploitation by allowing young people the opportunity to make better-informed life choices
- reduce barriers to employment for teenage parents, supporting the development of skills and providing pathways towards economic independence.

[Girlguiding Peer Educators](#). Peer Educators are 14- to 25-year-olds who help young people in the Girlguiding movement to explore important topics including mental wellbeing; body confidence and self-esteem; healthy relationships and making own decisions about alcohol, smoking, sex and drugs.

[Sexpression:UK](#) is a student-led independent charity that empowers young people to make informed decisions about sex and relationships by running sex education workshops in schools and community settings.

### Collaboration and partnerships

Under s.10 of the [Children Act 2004](#) (as amended by the Apprenticeships, Skills, Children and Learning Act 2009), local authorities have a duty to:

make arrangements to promote cooperation between the local authority and named local partners with a view to improving the wellbeing of children in the authority's area....

This includes cooperation on matters relating to 'physical and mental health and emotional well-being'.

Under the legislation, local authorities were required to establish Children's Trust Boards to facilitate a multi-agency approach to children and young people's wellbeing.

Section 194 of the [Health and Social Care Act 2012](#) provided for the establishment of Health and Wellbeing Boards and GP-led Clinical Commissioning Groups. It made them and local authorities jointly responsible for the [Joint Strategic Needs Assessment](#) process and required them to develop a Joint Health and Wellbeing Strategy (JHWS) to oversee and inform commissioning decisions.

There is no longer a statutory duty for local authorities to establish Children's Trust Boards, but many of the Children's Trusts/Children's Partnership Boards' structures remain and cooperate with Health and Wellbeing Boards through their governance arrangements.

### **Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people**

The NHS Choices website has a '[Young people and mental health](#)' section. This is an information hub offering young people advice and help on mental health problems including depression, anxiety and stress. It also has an all-age [Livewell](#) hub, covering other health topics.

Public Health England hosts the [Rise Above](#) health and wellbeing website for young people.

The [Time to Change](#) campaign to end the stigma attached to mental illness is led by the mental health charity [Mind](#) and [Rethink Mental Illness](#). The campaign is all-age, but there is a children and young people's [programme](#) within it. It is funded by the Department of Health [Children in Need](#) and the [Big Lottery Fund](#).

The [MindEd](#) website, funded by the Department for Health and the Department for Education provides educational e-learning resources applicable across health, social care, education, criminal justice and community settings.

Public Health England runs several [all age campaigns](#).

The [Get Set for the Spirit of Sport](#) campaign, run by [UK Anti-Doping](#), provides resources to encourage young people to develop a core set of sporting values, enabling them to make the right decisions on and off the field of play.

Local authorities offer services and information in their own areas. A lot of provision is through charities and other third sector organisations.

## **7.5 Mental health**

### **National strategy(ies)**

In January 2017, the Government responded to and accepted all recommendations set out in [The Five Year Forward View for Mental Health](#) an all-age strategy up to 2020/21. In its response, the Government committed itself to securing improvements in access to the high quality mental health care for children and young people previously set out in the 2015 report [Future in Mind](#) :

- Local Transformation Plans were developed in 2015/16, setting out how local agencies will work together to improve children and young people's mental health. These will be refreshed and integrated within new Sustainability and Transformation Plans (STPs).
- Schools, colleges and local NHS services will be supported to work more closely together to provide dedicated children and young people's mental health services, by evaluating emerging models and approaches, to explore the impact closer working can have.
- Mental Health First Aid training will be made available to all secondary schools, with the aim of having trained at least one teacher in every secondary school by 2019 (this training programme has begun see '[Improving the Mental Health of Young People](#)' below).
- Promising preventative programmes for use in schools will be evaluated.
- A pilot programme of peer support in education and community settings and online will be launched.
- All local areas will be expected to work with the existing Children and Young People's Improving Access to Psychological Therapies (CYP IAPT) programme to deliver post-graduate training in specific therapies. This will lead to at least 3400

existing children and young people's mental health service staff being trained by 2020/21.

- the Care Quality Commission will be encouraged to undertake in depth review of children and young people's mental health services in 2017/18.
- New access and waiting times standards for children and young people with an eating disorder will be introduced. From April 2017, the target is that children and young people referred routinely to services should be seen within four weeks, and those referred for urgent help should be seen within one week. Treatment in accordance with the standards should be received by 95 per cent of those in need by 2020/21.

An Inter-Ministerial Group for Mental Health, chaired by the Secretary of State for Health, is being established to oversee implementation of the report's recommendations and ensure policy alignment across government.

A cross-Government programme board has been established, chaired by the Department of health, and attended by senior representatives from all Government departments that are responding to this strategy.

NHS England has also published its [implementation plan](#) and established a programme board to oversee progress.

The cross-government all-age [suicide strategy](#) was issued in 2012 and was last updated in January 2017. The strategy identifies young men as a high-risk group. It also advises a tailored approach to reducing the suicide risk among and. children and young people, including those who are vulnerable such as looked after children, care leavers and children and young people in the youth justice system.

Children and young people have an important place in this strategy. Schools, social care and the youth justice system, as well as charities highlighting problems such as bullying, low body image and lack of self-esteem, all have an important contribution to make to suicide prevention among children and young people. Measures to help parents keep their children safe online are included in area for action 5. The call for research to support the strategy includes a focus on children and young people and self-harm (p. 6).

The Government will continue to work with the internet industry through the UK Council for Child Internet Safety to create a safer online environment for children and young people. Recognising concern about misuse of the internet to promote suicide and suicide methods, we will be pressing to ensure that parents have the tools to ensure that their children are not accessing harmful suicide-related content online (p. 8).

The 2017 progress report stated the overall aim of reducing the national suicide rate by 10 percent by 2020/21. The report updated the 2012 strategy in five main areas:

- expanding the strategy to include self-harm prevention in its own right
- requiring every local area to produce a multi-agency suicide prevention plan
- improving suicide bereavement support in order to develop support services
- better targeting of suicide prevention and help seeking in high risk groups
- improving data at both the national and local levels

Local authorities have had primary responsibility for coordinating and implementing work on suicide prevention since April 2013.

Public Health England issued [guidance](#) in 2016 to assist local authority public health teams to work with clinical commissioning groups (CCGs), health and wellbeing boards, the voluntary sector and wider networks of partners to develop or update local suicide prevention plans.

Link to further [information](#) and annual suicide strategy implementation reports (latest [January 2017](#)).

The House of Commons Health Committee held an [inquiry](#) on suicide prevention which ended with the publication of its [final report](#) in March 2017.

This said (p.16):

We recognise the importance of promoting emotional wellbeing in order to tackle mental health problems in young people. We also note the importance of taking the opportunity to provide support for young people in distress, and at times of particular vulnerability, including in further and higher education settings. We are looking in further detail at children and young people's mental health and education in our current joint inquiry with the Education Committee.

### **Improving the mental health of young people**

School-based counselling is one-to-one support, provided in school, by a trained professional counsellor to children and young people who are experiencing problems, and who are usually referred for counselling by their pastoral care teachers. Non-statutory government [guidance](#) aims to help primary and secondary schools to set up or improve existing school-based counselling services so that they achieve the best outcomes for children and young people. This also sets out the expectation that, over time, all schools should provide access to counselling services.

Colleges and universities offer confidential advice and support through their students union and from a range of student services and other agencies.

See also:

[Guidance and Counselling in Early Childhood and School Education](#) (Eurydice national description)

[Guidance and Counselling in Higher Education](#) (Eurydice national description)

The Mental Health First Aid programme was announced by the Government in June 2017. Over a two-year period all secondary schools in England will receive practical advice on how to deal with issues such as depression and anxiety, suicide and psychosis, self-harm, and eating disorders. The programme will be backed in the first year by £200,000 in [government funding](#), and delivered by the social enterprise [Mental Health First Aid](#).

CAMHS (Child and Adolescent Mental Health Services) is used as a term for the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties. There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

Local areas have a number of different support services available. These might be from the statutory, voluntary or school-based sectors, such as an NHS trust, local authority, school or charitable organisation. These work together, through referrals to offer a range of provision.

For further information see the Young Minds [guide](#) to CAMHS and the section '[Health care](#)' in the article 'Access to Quality Services'.

The Children and Young People's Improving Access to Psychological Therapies programme ([CYP IAPT](#)) delivered by NHS England aims to improve existing Child and Adolescent Mental Health Services (CAMHS) working in the community.

The [Eating disorders programme](#) is being delivered within the CYP IAPT programme framework.

Fulfilling Lives: HeadStart is a Big Lottery funded [project](#) which aims to give young people support and the skills to cope with adversity and do well at school and in life.

Focusing on providing a supportive environment around young people, a range of approaches are offered in schools and communities, including peer mentoring, mental

health 'first aid' training, staying safe online, tackling social media bullying and special resilience lessons.

HeadStart also provides targeted support to pupils showing risk factors, such as repeated absences and disruptive behaviour and also to particularly vulnerable groups, including young people in care.

#### Further information

In 2016, the Government worked with [Young Minds](#) in partnership with the Royal College of Psychiatrists and the [Charlie Waller Memorial Trust](#) (a charity which focuses on the mental health and wellbeing of young people) to launch '[No harm done](#)', a series of films and toolkits that set out practical steps for young people, parents and health professionals to identify, understand and address self-harm.

Public Health England has published toolkits on preventing suicide among [lesbian, gay, bisexual](#) and [transgender](#) young people, a collaboration with the [Royal College of Nursing](#) to support and develop the role of nurses in the prevention of suicides in the LGBT community.

In March 2017, the Department for Education published an [analysis](#) of the results of a call for evidence which it had issued on peer support and children's and young people's mental health.

A lot of the services in this area are provided through charities, e.g. the [Samaritans](#) and the [Matthew Elvidge Trust](#).

[PAPYRUS](#) is the national charity for the prevention of suicide. It receives Big Lottery funding to:

- provide confidential help and advice to young people and anyone worried about a young person
- help others to prevent young suicide by working with and training professionals
- campaign and influence national policy

[Young Minds](#) also receives Big Lottery Fund funding. The programmes it runs include:

- [No Harm Done](#) (self-harming)
- [Building Pupil Resilience in Schools](#)
- [Amplified](#) (young people and their families having a voice on mental health issues).

[The Mental Health Foundation](#) works with young people directly and through schools to provide prevention-focused peer support and education. It hosts and campaigns with the [Children and Young People's Mental Health Coalition](#).

The Department for Education is introducing a [Healthy Pupils Capital Programme](#) in 2018/19. Funding will be available to primary and secondary schools and sixth-form colleges to improve facilities, including those that support young people struggling with mental health issues.

The programme will be funded through the [Soft Drinks Industry Levy](#).

#### **Useful sources:**

*[Supporting children's wellbeing and mental health in a school environment](#)*

*[Children and young people's mental health – policy, CAMHS services, funding and education](#)*

*[Effect of social media on the mental health of young people](#)*

*[Children and young people's mental health: the role of education](#)*. First Joint Report of the Education and Health Committees of Session 2016–17 House of Commons Education and Health Committees

## **7.6 Mechanisms of early detection and signposting of young people facing health risks**

### **Policy framework**

There is no overall policy framework for mechanisms of early detection and signposting of young people facing health risks. Early detection mechanisms are applied locally through such services and organisations as: the school nurse service, CAMHS (Child and Adolescent Mental Health Services), local authority youth services and local Health and Wellbeing Boards. Young people are signposted to a wide range of projects and programmes operated at local level which are often operated by third-sector organisations or charities with government funding.

For example, the [Street Talk](#) programme, was delivered by [Addaction](#) and [Mentor UK](#), with funding from the [Home Office](#)). It trained and supported staff at 20 grassroots groups to:

- identify appropriate settings in which to conduct outreach work with young people
- use the [CRAFT](#) screening tool to identify young people vulnerable to substance misuse
- deliver low intensity substance misuse interventions based around motivational interviewing (Project CHAT)
- offer young people advice and information on drugs and alcohol
- promote engagement with drug and alcohol services

The groups had contact with more than 2,000 young people and delivered 800 interventions.

The [independent evaluation](#) of Street Talk found that of those young people who received the Project CHAT intervention, more than two thirds indicated that their knowledge and confidence to make informed decisions about safer levels and methods of alcohol and drug use had increased.

### **Stakeholders**

#### **Targeted Youth Services**

Local authorities' targeted youth services work with young people who require additional support to enable them to make informed choices and maintain positive pathways. The teams include various combinations of professionals such as substance misuse workers, youth counsellors and targeted youth support workers.

#### **CAMHS-schools**

In January 2017, the Prime Minister announced plans to expand a pilot scheme which establishes a [single point of contact](#) for schools with the CAMHS service. This is intended to improve initial support and enable quick referrals to be made to specialist services.

*[Mental Health Services and Schools Link Pilots: Evaluation Report](#) (DfE, 2017).*

#### **School nursing teams**

As highlighted in *[Maximising the School Nursing Team Contribution to the Public Health of School-Aged Children](#)*, the school nursing team can be well-placed to notice early indications of problems, and to ensure that:

children, young people and their families health needs are assessed and supported, and where additional health needs are identified, they receive an early response, including appropriate referral to specialist services and signposting to other agencies as per the relevant pathway (p.7).

## Guidance to stakeholders

There is no overarching policy on early detection and signposting of young people, however guidance to stakeholders working with young people in varying contexts highlights the importance of this. For example:

- Department for Education [guidance](#) for teachers (2016) on behaviour and mental health notes that teachers are often in a position to notice signs of problems, through their knowledge of their pupils. The guidance includes information on mental health difficulties and identification tools.
- NICE (the [National Institute for Health and Care Excellence](#)) produces guidance which includes detection, risk profiling and referrals, e.g. on identification and management of [depression in children](#).
- Public Health England issues [guidance](#) on risk/vulnerability factors, e.g. on substance abuse.

## Target groups

Target groups vary according to the intervention area.

[Targeted Youth Support](#) services are aimed at helping vulnerable young people early, so that their difficulties can be addressed as soon as possible, and to prevent their problems escalating. They are typically targeted at young people who without help are at future risk of further problems such as substance misuse, youth offending, teenage pregnancy and homelessness.

In particular (p.4), this is likely to include young people whose situation includes one or more of these factors:

- persistent absence or exclusion from school
- behavioural problems
- poor emotional, social or coping skills
- poor mental health
- learning difficulties and disabilities
- low self-belief
- poor aspirations
- attitudes which condone risky behaviours
- poor family support, family conflict or problems such as parental substance misuse
- poor support networks
- family or friends, or involvement in gangs, who condone high risk activities
- living in a deprived neighbourhood
- poverty.

The [guidance](#) by the Department of Health and Public Health England on school nursing teams states (p. 15):

Particular attention should be paid to the vulnerable children who experience the worst health outcomes, such as Children in Care, NEET, young offenders, children with disabilities and young carers.

## Funding

Early detection and signposting is an integral part of services for young people and not separately funded.

## 7.7 Making health facilities more youth friendly

The Department of Health issued [Quality Criteria for Young People Friendly Health Services](#) in 2011, along with a [self-review tool](#). Recommendations included that:

- Where there is a choice about service location, the service is accessible to young people by public transport.

- Young people can use the service at times convenient to them where possible.
- When making appointments and attending consultations, young people may express a preference about:
  - where they are seen
  - who they are seen by
  - attending with the support of a friend or partner
  - who and how many people are present during discussion, examination and treatment
  - the gender of the member of staff they are seen by.

Target groups identified include:

- unaccompanied asylum seekers who are aged under 18
- looked-after children and care leavers
- teenagers living in neighbourhoods where there are high levels of teenage pregnancy and evidence of health inequalities
- young people from black and minority ethnic communities
- young people with any form of disability and/or sensory impairment
- lesbian, gay, bisexual and trans-gendered young people
- teenage parents
- young people with long-term health needs.

In 2017, the Department of Health issued a [Building Note](#) with some design considerations for facilities for CAMHS (Child and Adolescent Mental Health Services)

The GP Champions project was a partnership between the [Association for Young People's Health](#) (AYPH), the Royal College of General Practitioners' (RCGP) [Adolescent Health Group](#) and [Youth Access](#) to improve provision for young people. It was funded by the Department of Health and [Paul Hamlyn Foundation](#) and ran from 2012-2015.

#### **Further information:**

GP Champions project: [What every GP practice can do to improve young people's health](#)

GP Champions for Youth Health Project: [Toolkit for General Practice](#) (Association for Young People's Health/Youth Access/Royal College of General Physicians, 2015)

## **7.8 Current debates and reforms**

### **Mental Health**

Following the June 2017 general election, the Government announced its intention to publish a green paper on children and young persons' mental health. This follows commitments set out in the Conservative Party [Manifesto](#) (pp 72-73):

- Ensuring that every school has a single point of contact with mental health services
- Ensuring every child will learn about mental wellbeing and the mental health risks of internet harms in the curriculum
- Reforming CAMHS, so that children with serious conditions are seen within an appropriate timeframe and no child has to leave their local area and their family to receive normal treatment.

Following the Government's acceptance of the recommendations in *The Five Year Forward View for Mental Health* (see '[National strategy \(ies\)](#)' in 'Mental health'), the independent regulator of health and social care - the Care Quality Commission ([CQC](#)) - has been asked by the [Prime Minister](#) to lead 'a major thematic review of children and adolescent mental health services across the country, to identify what is working well and what is not'.

## Health/Sex and Relationships education

The [Children and Social Work Act 2017](#) provides powers for the Secretary of State for Education to make Personal, Social, Health and Economic Education (PSHE), or elements of it, mandatory in all schools, subject to careful consideration.

Under the Act, all primary schools will be required (from September 2019) to provide Relationships Education (retaining their current choice to also provide age-appropriate Sex Education), while all secondary schools (including academies) will be required to provide Relationships and Sex Education (RSE).

[Further information.](#)

## 8. Creativity and Culture

There are a number of initiatives which focus on improving young people's access to, and participation in, creativity and culture and targets relating to disadvantaged young people have been set within the national all-age culture strategy. There is no separate national strategy focussing on young people.

Arts Council England and the Department for Education fund a network of [Bridge Organisations](#), which connect the education and cultural sectors to enhance the access that young people have to arts and cultural opportunities in areas where it is most needed. Bridge Organisations form [Cultural Education Partnerships](#) with a range of local partners including (but not limited to) local authorities, schools, libraries, museums, art organisations, music education hubs and further and higher education institutions to develop networks of cultural provision in their areas.

### 8.1 General context

#### Main trends in young people's creativity and cultural participation

The [Taking Part survey](#) provides data on cultural and sporting engagement, collecting information on participation in the arts, museums and galleries, archives, libraries, heritage and sport for children aged five to 15 years of age and individuals over 16. It has been running since 2005 and is commissioned by the [Department for Digital, Culture, Media and Sport](#).

The survey Headline findings from the [2015-2016 child statistical release report](#) (covering young people aged between five and 15 years) shows the following trends:

- 98 per cent of young people interviewed had engaged with the arts in the last year, which was a similar proportion to 2008/09
- in the week leading up to being interviewed, 89.9 per cent of young people had engaged with the arts, a significant increase on the 2008/09 figure of 85.9 per cent
- 70.1 per cent of young people had visited a heritage site in the last year, which was a similar proportion to 2008/09
- 65.6 per cent of young people had visited a library in the past year, which was a significant decrease from 75.3 per cent recorded in 2008/09
- 61.1 per cent of young people had visited a museum or gallery in the past 12 months, which was a similar proportion to 2008/09.

#### Barriers to accessing cultural experiences

The barriers to young people's participation in cultural experiences have been identified in a number of reports and reviews. They are summarised below:

- **social, geographical, economic and psychological** barriers are all cited in a 2015 [study](#) undertaken with children and young people

- the level of **accessibility** of cultural performances for individuals with disabilities remains an issue, as highlighted in a 2015 [data report](#) from the Arts Council (note that this report does not specifically address young people).

Additionally, research in this field often notes that involvement with cultural activities in England is strongly linked to an individual's socio-economic background. As mentioned in the Warwick Commission report (see above):

In 2014 Britain, high socio-economic background, university-level educational attainment and professional occupation are still the most reliable predictors of high levels of engagement and participation in a wide range of cultural activities.

### Main concepts

The [Culture White Paper](#), published by the then Department for Culture, Media and Sport in 2016, frames the value of culture in three key ways:

- intrinsic value: culture is enriching in and of itself, contributing to individuals' personal wellbeing
- social value: culture improves educational attainment and helps individuals to be healthier, fostering community cohesion and strengthening social relationships
- economic value: culture contributes to economic growth through skills acquisition and job creation.

It covers the changing nature of culture:

culture no longer simply means being familiar with a select list of works of art and architecture, but the accumulated influence of creativity, the arts, museums, galleries, libraries, archives and heritage upon all our lives.

The paper highlights the importance of visiting, attending and participating in culture and cultural activities. It affirms the value of taking part in cultural activities either as an artist/creator or as an audience member/consumer.

## 8.2 Administration and governance

### Governance

The main government department with responsibility for creativity and culture for young people in England is the [Department for Digital, Culture, Media and Sport](#) (DCMS). Its remit is all-age although it has some policies which focus on young people. The department's main policy areas include:

- arts and culture
- broadcasting
- the creative industries
- cultural property, heritage and the historic environment
- libraries
- museums and galleries.

DCMS works with a number of non-departmental public bodies including:

- [Arts Council England](#), which champions, invests in and develops artistic and cultural experiences for individuals of all ages. Its responsibilities include covers music, dance, theatre, literature, visual arts, contemporary craft, combined arts, galleries, circus, carnival arts, museums, and libraries
- the [Heritage Lottery Fund](#), which protects heritage sites across the UK
- the [British Film Institute](#), which preserves and gives individuals access to England's film heritage, supports the future success of British film and expands education and learning through film
- [Historic England](#), which works to preserve England's historic environment
- the [British Council](#), which is the UK's international organisation for cultural relations and educational opportunities.

Other main actors include the [Department for Education](#) and [local authorities](#).

### Non-public bodies

The main non-public actors (many of whom receive some public funding) include:

- [Artswork](#), which aims to place the arts at the heart of work with, for and by children and young people and champions high quality work by artists and art and cultural organisations
- [Creative and Cultural Skills](#), which gives young people opportunities to learn and work in the creative industries, helps the creative industries to grow economically and ensures that employers benefit from a skilled generation of talent
- the [Cultural Learning Alliance](#), which aims to unite the education, youth and cultural sectors and develop a coherent national strategy for cultural learning
- the [National Association of Youth Theatres](#), which works to develop and empower young people through participation in youth theatre
- the [National Literacy Trust](#), which works to raise literacy levels in the UK

### Cross-sectorial cooperation

For details of cross-sectorial cooperation in relation to services for young people, see the article on '[Cross sectoral approach with other ministries](#)' in the Chapter on Youth Policy Governance.

## **8.3 National strategy on creativity and culture for young people**

### Existence of a national strategy

There is no separate national strategy directly addressing young people's access to and participation in creativity and culture.

However, the [Culture White Paper](#), published by the then [Department for Culture, Media and Sport](#) in 2016, outlines the Government's future policy commitments for public support to the arts and culture. Alongside addressing the importance of culture in place-making, building stronger communities and boosting economic growth, the policy includes commitments related to children and young people.

### Scope and contents

The Culture White Paper outlines four key pledges with respect to arts and culture, each of which includes a number of associated actions and partnerships, planned by the Government in order to sustain and strengthen the arts , thereby generating economic and social benefits. These four main pledges are:

- everyone should enjoy the opportunities culture offers, no matter where they start in life
- the riches of our culture should benefit communities across the country
- the power of culture can increase our international standing
- cultural investment, resilience and reform.

The first of these pledges is most relevant to children and young people. It includes the need to focus on:

- ensuring that culture is an essential part of every child's education, both inside and outside of school
- improving access to skills development and career pathways into employment in the cultural sectors
- ensuring that publicly-funded arts and culture reflect the diversity of the country.

Each action has an emphasis on improving access and participation by young people from disadvantaged backgrounds.

## Responsible authority for the implementation of the strategy

The Department for Digital, Culture, Media and Sport is responsible for the implementation of the strategy.

A number of delivery partners are explicitly mentioned in the strategy, including the following:

- the [Department for Education](#), which is responsible for children's services and education
- [local authorities](#) (LAs), which are responsible for the delivery of educational and recreational activities for children and young people in their respective areas
- [Arts Council England](#), which supports activities across the arts, using public money from Government and funding from the National Lottery. It provides funding for music and cultural education programmes including the National Youth Dance Company
- [Historic England](#), which protects England's historic environment
- the [Heritage Lottery Fund](#), which funds projects and partners working to transform and protect places, buildings and collections of importance to England's heritage
- [Public Health England](#), which works to reduce health inequalities by protecting and improving health and wellbeing.

## Revisions/updates

The [Culture White Paper](#) is the Government's first white paper in this area in more than fifty years and is the second culture white paper ever published. The first national strategy, [A Policy for the Arts](#), was published in 1965 by the then Department for Education and Science.

## 8.4 Promoting culture and cultural participation

### Reducing obstacles to young people's access to culture

A number of publicly funded programmes and projects, outlined below, aim to counter obstacles in young people's access to culture. The focus of these programmes is largely on improving access to culture for young people from disadvantaged backgrounds and in areas where provision is variable. Countering financial and geographical constraints is therefore a common theme.

- [Bookstart](#), which receives funding from the UK Government via Arts Council England, gifts free packs of books to children up to the age of 4, to inspire children with a love of reading from an early age
- the [Museums and schools programme](#) (2012-16), which was funded by the Department for Education and Arts Council England, involved regional and national museums forming partnerships with schools in areas with the greatest need to increase the number of pupils receiving high-quality educational visits
- the [Cultural Citizens Programme](#), launched in 2016 in three pilot areas, aims to give disadvantaged young people free and increased access to museums, galleries and theatres and offers some participants the chance to build new skills and work towards an [Arts Award](#) qualification. It is funded by Arts Council England and if successful, the programme is due to be rolled out across England
- and if successful, the programme is due to be rolled out across England
- the [National Saturday Clubs](#), which is partly funded by the Department for Education and provides young people with the opportunity to study art and design every Saturday morning for free in a local college of university
- [Music For Youth](#), which offers young people free performance and audience opportunities through its annual season of concerts and festivals
- the [Weston Jerwood Creative Bursaries Scheme](#), which was established in 2010, with initial funding from the then Department for Culture, Media and Sport,

creates new, paid, entry-level roles in the arts for recent arts graduates from low income backgrounds who were in receipt of a full maintenance grant throughout university.

### Disseminating information on cultural opportunities

Initiatives aimed at informing young people of opportunities to access cultural environments include:

- the [Family Arts Festival](#), which has been running since 2013, develops the range of arts event and activities on offer to families; the festival receives public funding through Arts Council England and its website publicises high quality arts activities across England, both whilst the festival is being held and throughout the rest of the year
- the [Spark Festival](#), which presents theatre, dance, music, digital media and visual arts events for young people aged 0-13 years.

### Knowledge of cultural heritage amongst young people

Programmes and initiatives aimed at supporting young people's discovery and appreciation of the cultural and artistic heritage of England include the following:

- the [Heritage Schools Programme](#), run by Historic England and funded by the Department for Education, involves heritage education managers working with up to 14 schools each to offer curriculum support, coordinate training and facilitate partnerships with local heritage providers; each of the schools involved has a lead teacher who is trained to embed local heritage in their school's curriculum
- the [Young Roots programme](#), which uses lottery funding, to provide grants for helping young people aged 11 to 25 explore their heritage by planning and delivering their own projects
- although not specific to young people, the BFI National Archive holds a large collection of British films and television programmes which have been preserved and restored; many British film and television clips can be viewed [online](#).

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

#### Primary and secondary education

According to the 2013 policy paper, [Cultural Education](#), published jointly by the then Department for Culture, Media and Sport and the Department for Education,

Schools have an essential role to play in introducing cultural experiences to their students as part of a broad and rich curriculum.

Furthermore, a principal aim of the [national curriculum](#) in England is to

introduce pupils to the best that has been thought and said, and [help] engender an appreciation of human creativity and achievement.

Art and Design, Design and Technology, Computing and Music are all compulsory subjects for pupils in Key Stages 1 (ages 5-7), 2 (ages 7-11) and 3 (ages 11-14):

- the [programme of study for Art and Design](#) aims to ensure that pupils produce creative work; develop proficiency in art, craft and design techniques; analyse and evaluate creative works using appropriate language; and know about great artists and designers and understand the historical and cultural development of their work
- the programme of study for [Design and Technology](#) aims to ensure that pupils develop creative, technical and practical expertise to participate in an increasingly technological world; build and apply skills to design products for a wide range of

users; evaluate, critique and test their ideas; and understand the principles of nutrition and how to cook

- the [programme of study for Computing](#) aims to ensure that pupils understand and apply the fundamental principles of computer science; can analyse problems in computational terms and have practical experience of writing computer programmes; can evaluate and apply information technology to solve problems; and are confident, responsible, creative and competent users of communication and information technology
- the [programme of study for Music](#) aims to ensure that pupils perform, listen to, review and evaluate music across a range of genres, styles and traditions; learn to sing, to create and compare their own music, have the opportunity to learn a musical instrument and use technology appropriately; and understand how music is created, produced and communicated.

At Key Stage 4 (ages 14-16), pupils have a statutory entitlement to be able to study a subject in each of four 'entitlement areas':

- arts (art and design, music, dance, drama and media arts)
- design and technology
- the humanities (geography and history)
- modern foreign languages.

For further information about the school curriculum see the articles on teaching and learning in [lower](#) and [upper](#) secondary education in Eurydice's national education system descriptions.

Additionally, some schools use [the pupil premium](#) to promote pupils' cultural education. The pupil premium is funding allocated to [maintained schools](#) via their [local authority](#), aimed at raising the educational attainment of pupils who are disadvantaged and with fewer opportunities.

### Further education and training

Nine types of creative apprenticeships have been developed for young people wishing to work in the arts sector, covering:

- live events and promotions
- design
- technical theatre
- cultural and heritage venue operations
- costume and wardrobe
- community arts
- music business
- jewellery, silversmithing and allied trades
- sound engineering and music technology.

Creative and Cultural Skills offers [guidance](#) for organisations wishing to hire an apprentice.

Further information about apprenticeships is available in the article entitled 'Traineeships and apprenticeships' in the chapter on Employment and Entrepreneurship.

Moreover, the [National College for Creative and Cultural Industries](#), which was established in 2016, offers courses in a range of technical support roles in theatre, concert touring, broadcast, themed attractions, education and trade and corporate events. It aims to provide the creative industries with diverse and highly skilled professionals. Note that although the College offers courses for young people aged 16 years and above, it also welcomes adults.

### Non-formal learning and youth work

Young people's natural desire to develop their creativity and self-expression remains an important area of focus for youth work and non-formal learning (the learning that takes

place outside the formal setting of school, college or work-place). However, following the budget reductions of recent years, many youth organisations no longer offer support for artistic and cultural activities as part of their general provision. Other organisations, which have developed specialist experience (in relation to performing arts or sports, for example) may continue to offer targeted provision, on behalf of a local authority, area health authority or other commissioning body. This will usually involve close collaboration with cultural and educational institutions at the local level.

The [Arts Award programme](#) supports young people up to the age of 25 to develop their creative and leadership skills through the achievement of a national qualification which is comprised of five levels. Young people participating in the programme experience arts events, participate in arts activities, take on arts-related challenges and share their skills with other young people, recording their achievements and progress. They are supported by an adviser who acts as their mentor and assessor. There are no entry requirements or time limits for completing the award and anyone working with young people can deliver it, from teachers and museum staff to arts practitioners and youth workers across the UK.

### **Specialised training for professionals in the education, culture and youth fields**

There are very few, if any, publicly funding specialised training courses for professionals in the education, culture and youth fields. Current provision includes:

- courses on offer from the [National Society for Education in Art and Design](#)
- events, training and work-based learning opportunities provided by [Artswork](#), which receives funding from the Arts Council England; Artswork also hosts the [English National Youth Arts Network](#), which is aimed at individuals using arts in their work with children and young people
- presentations, conferences and networking on offer through [Arts Development UK](#), a professional association comprised of members working in the creative industries
- the [Teacher Development Fund](#), a pilot scheme launched by the Paul Hamlyn Foundation aimed at helping primary school teachers to deliver effective learning in and through the arts
- the Specialist Leaders in Education ([SLiCE](#)) fellowship network, which supports leaders in Teaching School Alliances to increase access to and raise the standard of cultural education
- the [Artsmark](#) scheme, which is funded by Arts Council England and was developed by the then Department for Culture, Media and Sport, the Department for Education and OFSTED, accredits quality arts education in England.

### **Providing quality access to creative environments**

Notable programmes and projects aimed at widening the access of young people to creative environments include the following:

- the [Music and Dance Scheme](#), through which Government funding is made available for young musicians and dancers to receive specialist training
- the [Dance and Drama Awards](#), through which Government funding is available for young people who show talent and are likely to succeed in their industry
- [Music For Youth](#), which offers young people free performance and audience opportunities through its annual season of concerts and festivals

Further programmes aimed at widening the access of young people to creative environments also include the following programmes, which are supported by Arts Council England:

- [Creative Writing in Schools](#), which develops and implements high-quality creative writing in schools

- the [National Youth Dance Company](#), which is co-funded by the Department for Education and provides talented young performers with intensive training and performance opportunities taught by world-leading choreographers
- the [National Saturday Club](#), which are partly funded by the Department for Education and provide young people with the opportunity to study art and design every Saturday morning for free in a local college of university
- [Summer Arts Colleges](#), which are designed to engage youth offenders in education, training and employment through art experiences
- [National Youth Music Organisations](#), which provide progression routes for talented young musicians to develop their skills.

Note also that Arts Council England funds a network of [Bridge Organisations](#) alongside the Department for Education. These connect the education and cultural sectors and enhance young people's access to arts and cultural opportunities in areas where it is most needed. See the article '[Synergies and Partnerships](#)' for more information.

A comprehensive list of organisations and programmes currently funded by Arts Council England (known as 'National Portfolio Organisations') can be found [here](#). A significant number of them target young people specifically.

## **8.6 Developing entrepreneurial skills through culture**

### **Developing entrepreneurial skills through cultural activities**

A number of programmes exist to support the development of entrepreneurial skills in young people through engagement in cultural activities:

- [Takeover Day England](#) involves children and young people being given meaningful roles in museums, historic sites and heritage sites across the country, working alongside paid staff and volunteers to learn new skills
- The [Young Roots programme](#) provides grants for helping young people aged 11 to 25 explore their heritage by planning and delivering their own projects
- [Apps for Good](#), which offers free creative learning programmes for schoolchildren across the UK, teaching them to use new technologies to design and make products which will help them make a difference to their world.

### **Support young entrepreneurs in the cultural and creative sectors**

Young entrepreneurs in the cultural and creative sectors may benefit from the following programmes and initiatives:

- the [British Council](#) offers young people opportunities to make new connections with creative partners worldwide, through a range of programmes advertised on their [website](#), each focussing on a different country/region and art-form
- the [Weston Jerwood Creative Bursaries Scheme](#), which was established in 2010 with initial funding from the then Department for Culture, Media and Sport, creates new, paid, entry-level roles in the arts for recent arts graduates from low income backgrounds who were in receipt of a full maintenance grant throughout university
- the [Youth Leadership Programme](#) due to be launched by Artswork through Arts Council of England funding will aim to support young emerging artists and creative entrepreneurs
- the [Creative Entrepreneurs website](#), which was established with Arts Council funding, offers resources to start and grow a creative business, including writing a business plan, raising money, accessing advice and mentoring and case studies of leading experts in the field (note that this resource is not specifically aimed at young people).

## **8.7 Fostering the creative use of new technologies**

### **New technologies in support of creativity and innovation**

A number of publicly funded programmes foster access to and use of new technologies, including:

- the [National College for Creative and Cultural Industries](#), which was established in 2016, offers courses in a range of technical support roles in theatre, concert touring, broadcast, themed attractions, education and trade and corporate events; it aims to provide the creative industries with diverse and highly skilled professionals (although the College offers courses for young people aged 16 years and above, it also welcomes adults)
- the [Skills for the future programme](#), funded by the Heritage Lottery Fund, offers grants for work-based training opportunities in the heritage sector, including equipping trainees to utilise digital technologies, lead education programmes and manage volunteers (note that this initiative is not specific to young people).

### **Facilitating access to culture through new technologies**

As highlighted in the [Culture White Paper](#) (Department for Culture, Media and Sport, 2016),

Technology is expanding the ways in which we make and experience culture; the digital dimension is becoming a 'place' in itself.

Many local and national organisations are increasingly screening content online and digitising their public collections, giving individuals who cannot physically visit performances or collections the chance to experience them. Although these initiatives are not specifically or solely aimed at attracting young people's interest in culture, they help to counter the economic and geographical barriers to participation in the arts and culture mentioned under the subheading 'Main trends in young people's creativity and cultural participation' in 'General Context'.

Leading examples of digitisation and the innovative use of technology by public organisations include the following:

- [Art UK](#), which receives funding from Arts Council England and Scottish Government, allows members of the public to view art from every public collection in the UK online
- the [National Theatre Live](#), which is part funded by Arts Council England, broadcasts theatre productions live both from the National Theatre and other theatres across the UK and has a successful Schools programme.
- the Royal Shakespeare Company which broadcasts performances live to schools across the country
- [Operation War Diary](#), a project run by the National Archives (a non-ministerial government department, overseen by the Department for Digital, Culture, Media and Sport), uses crowdsourcing to engage people with its First World War collections, allowing 'citizen historians' to tag data contained within the project; this follows the [World through a lens](#) initiative, which involved digitising a little seen collection of photographs and making them available through the social media platform Flickr
- the [Royal Opera House](#), which receives funding from Arts Council England, organises both live and pre-recorded screenings of their productions to cinemas across the globe
- a partnership between the [British Museum](#) and the Google Cultural Institute offers online users the chance to view over 4,500 museum objects remotely; the British Museum is sponsored by the Department for Digital, Culture, Media and Sport.

## **8.8 Synergies and partnerships**

### **Synergies between public policies and programmes**

Arts Council England and the Department for Education fund a network of [Bridge Organisations](#), which connect the education and cultural sectors to enhance the access that young people have to arts and cultural opportunities in areas where it is most needed. Bridge Organisations form [Cultural Education Partnerships](#) with a range of local partners including (but not limited to) [local authorities](#), schools, libraries, museums, art organisations, music education hubs and further and higher education institutions to develop networks of cultural provision in their areas.

For further examples, please see the subheading '[Cross-sectorial cooperation](#)' in 'Administration and Governance'.

### **Partnerships between the culture and creative sectors, youth organisations and youth workers**

[Music Education Hubs](#) involve local authorities, schools, arts organisations and third sector organisations working together to create joined-up music education provision in areas of greatest need. They are funded by the Department for Education.

Moreover, [Music Mark](#) is a membership organisation representing music services and lead organisations in Music Education Hubs, enabling its members to deliver high-quality musical and social outcomes for children and young people.

## **8.9 Enhancing social inclusion through culture**

### **Fostering equality and young people involvement through cultural activities**

Please see the subheading '[Reducing obstacles to young people's access to culture](#)' in 'Promoting culture and cultural participation' for information on projects and initiatives funded by public authorities aimed at promoting social integration amongst young people.

Additional schemes of note include the following:

- [Summer Arts Colleges](#), which are designed to engage youth offenders in education, training and employment through art experiences
- a [pilot scheme](#) led by the Department for Education and the Department for Digital, Culture, Media and Sport involving automatic library membership for children and young people.

Moreover, a list of organisations and programmes currently funded by Arts Council England (known as 'National Portfolio Organisations') can be found [here](#). A significant number of them target young people specifically, working to build their self-confidence and promote social integration amongst young people.

### **Combating discrimination and poverty through cultural activities**

Other cultural programmes and projects aimed at combating discrimination and mitigating the effects of poverty include:

- [Music For Youth](#), which offers young people free performance and audience opportunities through its annual season of concerts and festivals
- the [Weston Jerwood Creative Bursaries Scheme](#), which was established in 2010 with original funding from the then Department for Culture, Media and Sport, creates new, paid, entry-level roles in the arts for recent arts graduates from low income backgrounds who were in receipt of a full maintenance grant throughout university.

A list of organisations and programmes currently funded by Arts Council England (known as 'National Portfolio Organisations') can be found [here](#). A significant number of them

target young people specifically, working to reduce discrimination and to mitigate the effects of poverty.

### **8.10 Current debates and reforms**

As outlined in the [Culture White Paper](#) (Department for Culture, Media and Sport, 2016), the Government has identified the following as priority future actions in order to increase young people's participation in the arts:

- better understanding the barriers that prevent individuals from under-represented groups (such as those from lower income households, black and minority ethnic groups and disabled people) from becoming professionals in the arts and promoting clearer pathways into the sectors
- along with Arts Council England and Historic England, supporting cultural organisations to make best use of apprenticeships and to focus on skills development and career choices for their staff.

## **9. Youth and the World**

Youth policies for England do not specifically mention global issues such as climate change, green production and consumption, human rights, international development and the United Nations (UN) Sustainable Development Goals, nor does the Government currently monitor young people's awareness of, and interest in, global issues.

However, global and environmental education is well-supported by a range of resources and programmes. For example, participation in schemes such as Eco-schools is high.

### **9.1 General context**

#### **Main concepts**

Youth policies for England do not specifically mention global issues such as climate change, green production and consumption, human rights, international development and the United Nations (UN) Sustainable Development Goals.

#### **Youth interest in global issues**

The Government does not currently monitor young people's awareness of, and interest in, global issues. Where monitoring activities have collected data which includes information about youth interest in global issues, these may not be specific to young people or to England.

Examples included below cover sustainable development and green patterns of consumption and production. No sources for interest in human rights or UN Sustainable Development Goals are available.

#### **Sustainable development**

Data from *Visions for Change*, a research paper undertaken by the UN Environment Programme in 2011, presents information on young people's attitudes to and understanding of sustainable development issues. Eight hundred young people aged between 18 and 29 were interviewed from 20 different countries, including the United Kingdom (UK). Main findings for the UK include:

- over half (52.7 per cent) of young people agreed with the statement 'environmental degradation is a current global challenge'
- over one quarter (28.8 per cent) of young people placed the issue of poverty as number one priority
- under one fifth (17.8 per cent) of young people placed the issue of environmental degradation as number one priority

- young people from the UK were found to have higher levels of awareness and interest in sustainability and environmental concerns than young people in other countries; for example, organic, seasonal and local and fair trade products were recognised by them as emerging norms.

### Green patterns of consumption and production

Data collected over five years of research highlighted in *Climate Change: Children's Challenge* (Unicef UK, 2013) notes the following about children and young people in the UK, aged 11-16:

- over four fifths (89 per cent) were aware of climate change
- almost three quarters (74 per cent) were worried about how climate change will affect the future of the planet, believing that the world will have changed due to climate change by the time they are adults
- almost three quarters (73 per cent) wanted the Government to do more about climate change
- almost two thirds (64 per cent) were worried about how climate change will affect children and families in developing countries.

Furthermore, a survey of over one thousand adults in 2014 by Ipsos MORI for their study on [public perceptions of climate change in Britain](#) highlights the following information about young people aged 16-24:

- when asked about the three most important environmental issues facing the UK, 2 per cent cited energy/fuel/security of supply/alternative power production; 11 per cent cited climate change; 11 per cent cited protecting the environment/dealing with pollution; and 24 per cent cited the environment
- when asked what would be the three most important issues facing the UK in the next 20 years, 5 per cent cited energy/fuel/security of supply/alternative power production; 13 per cent cited climate change; 16 per cent cited protecting the environment/dealing with pollution; and 29 per cent cited the environment
- when asked how concerned they were about climate change, a minority (5 per cent) were 'not at all concerned'; small proportions were 'very concerned' (7 per cent); and the majority 'fairly concerned' (54 per cent)
- on the causes of climate change, no young people agreed with the statement that there is no such thing as climate change; smaller proportions agreed with the statement that it is caused entirely by natural processes (5 per cent) or by human activity (9 per cent); the largest group of young people (46 per cent) believed that climate change resulted partly from natural processes and partly from human activity
- when asked about different climate change strategies, 30 per cent of young people tended to support road pricing schemes to reduce traffic in towns and cities; 34 per cent tended to support tax increases to pay for more renewable energy; and half (50 per cent) tended to support the UK signing up to international agreements to limit carbon emissions
- on different methods of energy saving, 28 per cent were 'fairly likely' to cut down the amount they travelled by car; 34 per cent said they were 'fairly likely' to change to a 'green' energy supplier; 40 per cent were 'fairly likely' to buy more energy-efficient appliances; and half (50 per cent) reported being 'fairly likely' to reduce the amount of energy used at home
- two fifths (40 per cent) of young people neither agreed nor disagreed with the idea of making significant changes to their lifestyle in order to help address climate change; a further 40 per cent tended to agree with the idea of paying more for some goods and services to help address climate change; and 31 per cent tended to agree with the idea that changing their lifestyle would make little difference to climate change.

Finally, [data](#) collected by [Serco](#) and [Future Thinking](#) in 2016 indicated that young people aged 16-34 across the UK were the least likely age group to agree with the statement 'I already recycle all I can'.

## **9.2 Administration and governance**

### **Governance**

Young people's contribution to global policy making is, where it exists, shaped by general youth policy governance arrangements. These are described in the article on '[Youth Policy Decision-making](#)' in the Chapter on 'Youth Policy Governance'.

One aim of the Youth Voice contract, which is managed by the [Department for Digital, Culture, Media and Sport](#) and is delivered by the [British Youth Council](#), is to facilitate young people's participation in international decision-making, including in Europe, at the UN, through the Commonwealth and forums like the G20.

For more information about the British Youth Council and its activities, see the article entitled '[Young People's Participation in Policy Making](#)' in the Chapter on 'Participation'.

### **Cross-sectorial cooperation**

There is currently no cross-sectorial cooperation at government level which fosters young people's involvement in global policy-making. See the article entitled '[Cross-sectorial approach with other ministries](#)' in the Chapter on 'Youth Policy Governance' for information about the cross-sectorial cooperation which occurs more broadly.

Please also see the article entitled '[Cross-border cooperation in the youth field](#)' in the Chapter on 'Youth Policy Governance' for information on the [Department for International Development and Civil Society Organisations \(DFID CSO\) Youth Working Group](#), which supports youth involvement in international development.

## **9.3 Exchanges between young people and policy-makers on global issues**

### **Global issues exchanges with policy-makers at the domestic level**

Young people can use national forums (including the [UK Youth Parliament](#), the [Youth Select Committee](#), the [Young Mayors Network](#), [local Youth Councils](#), and the [Children's Commissioner for England](#)) to raise their concerns about global issues with national policy-makers. Note that these forums do not specifically focus on young people's concerns at a global level.

Further information about these forums is provided in the article on '[Youth representation bodies](#)' in the Chapter on 'Participation'.

### **Global issues exchanges with policy-makers at the international level**

Young people from the UK are able to exchange their views on global issues with international policy-makers through the following forums:

- the [UK Young Ambassadors](#) project gives young people from across the UK a voice at an international level about the issues and decisions which affect them; 12 individuals aged 18-25 are elected to represent the views of young people from their respective areas across the UK at international meetings and forums around the world, including climate change and G20 summits
- the [European Youth Forum](#) is a democratic and youth led platform, which represents national youth councils from across Europe, working to empower young people by representing and advocating their interests and needs; the [British Youth Council](#) is a member of the European Youth Forum on behalf of the whole of the UK

- the [Commonwealth Youth Forum](#) provides young Commonwealth citizens with the opportunity to discuss issues, share their experiences, identify best practice and build consensus on issues that matter most to them.

In 2015, young people from across the UK were invited to participate in the [Youth Summit 2015](#), which was organised by the Department for International Development ahead of the UN General Assembly which was meeting to agree global development goals. Three hundred participants made use of the opportunity to have their voices heard on global issues and the 17 Sustainable Development global goals. Young people were also given the chance to submit their views online if they could not attend the summit in person.

## **9.4 Raising awareness about global issues**

### **Formal, non-formal and informal learning**

#### **Formal learning**

There is no national curriculum for students in upper-secondary education (ages 16-19): this phase of education is characterised by choice and subject specialisation, with students free to take any combination of subjects offered by the school or college they attend. Examination specifications may cover global issues; for example, climate change and green issues may be included in science subjects.

#### **Non-formal learning**

Examples of organisations offering non-formal learning opportunities and resources for young people include:

- The [Citizenship Foundation](#), which inspires young people to take an active part in society. It runs a number of [programmes](#) and provides [resources](#) relating to citizenship education, including human rights. The Foundation receives funding from a number of organisations, including public funding from the UK Government via the [Cabinet Office](#), and works across the whole of the UK.
- Oxfam GB, which offers initiatives including [Schools for Future Youth](#). This receives funding from the EU and provides a number of resources related to global citizenship education and opportunities for young Oxfam ambassadors to communicate with their peers across Europe.
- The [International Citizen Service](#), which supports young people aged 18-25 to gain skills and experience by undertaking a voluntary placement in another country. The organisation fosters an awareness of international or global affairs and issues in young people.

#### **Informal learning**

For examples of informal learning available in the areas of green production and consumption and climate change, see the subheading '[Green volunteering](#)' in the article on 'Green volunteering, production and consumption'.

Organisations such as [#iwill](#) and [V inspired](#) may also include informal learning opportunities related to global issues. Moreover, programmes run by [ICS Youth Volunteering](#) support young people to undertake volunteering projects abroad. For more information about this organisation, please see the article entitled '[Cross-border mobility programmes](#)' in the Chapter on 'Voluntary Activities'.

#### **Educators' support**

There are many resources on offer to teachers and youth workers for continuous learning and development related to the promotion of global issues among young people. Notable examples are the resources and training programmes for schools and youth workers from [Think Global](#). This organisation, which manages programmes on behalf of the [Department for International Development](#) and the EU, also provides access to the [Global](#)

[Learning Programme](#), which aims to equip young people to make a positive contribution to a globalised world.

Additionally, the [International School Award](#) from the [British Council](#) formally recognises international work undertaken by schools. The award is made up of three levels which begin with the introduction of international activities the school curriculum and supports schools to establish links with schools in other countries. This encourages schools to enrich their curriculum, improve their teaching, gain recognition for their international work, and become part of a global network of educators.

Many UK youth workers, and others with responsibility for young people's non-formal learning, gain valuable professional development through involvement in collaborative projects with European and international partners, supported under [Erasmus+](#). The [SALTO Cultural Diversity resource centre](#) (based at the British Council and supported under Erasmus+) provides training, publications and other resources to enable youth workers and young people to respond positively to increasing diversity in contemporary European society.

A range of public and private organisations also provide resources for teachers and youth workers in the UK, which include the following examples: [human rights activities](#) from Amnesty International; [climate change activities](#) from the Science Museum; an [online teaching resource](#) promoting global issues from the [United Nations Association UK](#); material relating to sustainable development from the [World Wildlife Fund](#) and [Oxfam](#); [world heritage material](#) for young people from UNESCO; resources related to the [Sustainable Development Goals](#) from Oxfam; and [resources](#) related to global issues from [Y Care International](#).

### Youth-targeted information campaigns on global issues

Major information campaigns initiated by central government and public agencies aimed at promoting knowledge of global issues among young people include:

- The 2015 [Youth Summit](#), hosted by the Department for International Development (DFID), brought together young people from the UK and their peers from other countries to discuss global issues of shared concern. It was the second Youth summit organised by DFID and it was supported by a large-scale advocacy and information campaign involving young people.
- [Eco-Schools](#), an award programme aimed at raising awareness of environmental issues among school children, is managed in England by [Keep Britain Tidy](#). Schools enrolled on the programme follow seven steps, ensuring that the initiative is pupil-led and involves hands-on, real-life world learning. Schools cover a number of topics which are linked to the curriculum, making changes to areas such as their waste collection, energy and water usage, and then monitor and assess their actions, earning awards as they complete each stage. Registration is free for schools, after which they receive regular newsletters and bulletins on regional and national information, funding and competitions.
- [Save our stuff](#), a media campaign launched on YouTube, Twitter and Facebook by the [North London Waste Authority](#) in 2017, is aimed primarily at young people to raise their awareness about recycling and encourage them to recycle. The campaign [website](#) provides users with information about recycling in their local area, alongside facts about the recycling of different materials. The North London Waste Authority, which is formed of seven North London borough councils, initiated the campaign following indications that awareness about and participation in recycling needed to be addressed among young people.

Further campaigns aimed at young people have also been launched by charitable organisations in England, including:

- the [Schools Campaign Network](#) from [UNICEF UK](#), which is free for primary and secondary schools to join, giving pupils the resources to take action by creatively

raising awareness in their school community, speaking with local politicians and signing petitions related to child rights

- [People and planet](#), which is a network of student campaigns working to defend human rights, protect the environment and alleviate world poverty; the organisation offers training, outreach and resources to groups and campaigns based at schools, colleges and universities across the UK.

### Information providers

Please see information above.

### Key initiatives

Please see information above.

## 9.5 Green volunteering, production and consumption

### Green volunteering

A number of top-level programmes and projects exist, which foster young people's participation in environmentally friendly or nature friendly initiatives. These are overseen by non-ministerial departments and agencies and other public bodies, as follows:

- The [Forestry Commission England](#) runs a [Community Youth Programme](#) for those aged 14-18, which allows participants to shape future activities for young people and learn new skills related to practical conservation. A second programme, aimed at 13-26- year-olds, allows young people to be actively involved in managing woodland, teaching them conservation and creative arts skills.
- The [Broads Authority](#) manages the national Broads park and has an [education strategy](#) which outlines two programmes aimed at children and young people: a formal programme for school-aged children and wider activities aimed at children and young people and the wider community. Engagement projects, an awards programme for schools and work experience placements for 15-18 year olds are all available as part of this strategy.
- The [Horniman Museum and Gardens](#) launched the [Horniman Youth Panel](#) in 2010, which offers young people aged 14-19 the chance to organise events and be involved in shaping what happens at the museum and its gardens.
- The [Lake District National Park Young Rangers](#) programme is aimed at 14-19-year-olds who wish to learn practical conservation skills and understand what work as a Lake District Ranger entails.
- [Northumberland National Park](#) has a number of [youth volunteering](#) opportunities for individuals aged 16-25 including working with the Ranger Team and observing and tracking wildlife, through to working towards a nationally recognised award in conservation and the environment.
- The [Yorkshire Dales National Park](#) runs a [Young Rangers](#) programme aimed at 11- to 16-year-olds who meet once a month to take part in practical work projects, such as building dry-stone walls and path building
- The [Canal and River Trust](#) provides a number of [young engagement projects and activities](#), including encouraging university students (aged 18+) to complete research projects on sustainability of all kinds and courses for young people (aged 16-18) from disadvantaged backgrounds on the built environment.

### Green production and consumption

[Bikeability](#) is a cycle training programme funded by the [Department for Transport](#) which encourages individuals to get some exercise and reduce the reliance on less sustainable forms of transport. It is primarily aimed at school children in years 5-7 (ages 9 to 12) and provides individuals with training, divided into three levels of difficulty, about the benefits of cycling and how to ride in different traffic situations. Most training delivered to

school children is free, or provided at a minimal cost; training delivered outside of school is charged for.

## **9.6 Intercontinental youth work and development cooperation**

### **Intercontinental youth work cooperation**

See the article entitled '[Cross-border cooperation in the youth field](#)' in the Chapter on 'Youth Policy Governance' for information on international youth work cooperation, including the [Department for International Development and Civil Society Organisations \(DFID CSO\) Youth Working Group](#).

### **Development cooperation activities**

See informal learning opportunities mentioned in the article on '[Raising awareness about global issues](#)' in this Chapter.

## **9.7 Current debates and reforms**

The [Department for Digital, Culture, Media and Sport](#) (DCMS) will look at strategic approaches across all policy areas, including youth, and will take into account the views of young people, [local authorities](#) and the youth sector in doing so.

The [Plan for National Parks](#), launched by the [Department for Environment, Food and Rural Affairs](#) and partners in 2016, aims to engage an increasing number of young people throughout their education in order to safeguard the future of National Parks across England. Key goals related to young people are: including the National Parks in the primary school curriculum and bringing more than 80,000 young people to visit them; doubling the number of youth volunteers in the National Parks through the [National Citizen Service](#); and doubling the number of National Park apprentices by 2020.

## **Glossary**

### **A Level**

A General Certificate of Education (GCE) A Level is a single subject [Level 3](#) qualification, generally taken at age 18 after two years of post-16 study. Students typically take A Levels in 3+ subjects. These qualifications are provided by external awarding organisations working within a common regulatory framework.

### **Academy**

An academy is a publicly funded independent school. Academies have individual funding agreements directly with the Secretary of State and enjoy certain freedoms relating to organisation and the curriculum.

### **Awarding organisation**

An awarding organisation is a body recognised by the qualifications regulator (Ofqual) for the purpose of developing and awarding qualifications recognising learner achievements. Awarding organisations providing general (academic, rather than vocational) qualifications are often known as exam boards.

### **Education, Health and Care (EHC) plan**

An Education, Health and Care plan is a legal document issued by the local authority that specifies the education, health and social care support that is to be provided to a child or young person who has [special educational needs](#) (SEN) or a disability.

## Free school

A free school is an [academy](#) established as new provision i.e. not established by the conversion of an existing maintained school.

## Further education (FE) college

A further education (FE) college is an institution legally constituted as a further education corporation, established or designated under the [Further and Higher Education Act 1992](#). As well as offering technical and vocational courses for school-leavers and adults, they are also major providers of many types of learning, including full-time general education programmes for 16- to 19-year-olds and some higher education programmes.

## GCSE

A General Certificate of Secondary Education (GCSE) is a single subject qualification typically taken at age 16 after two years of study. Students typically take GCSEs in 8+ subjects. Higher grade GCSEs are Level 2 qualifications on the [Regulated Qualifications Framework](#) (RQF) and lower grades are Level 1. GCSEs are provided by external [awarding organisations](#).

## Governing body

A governing body is a corporate body set up by law to govern a maintained school. It is made up of parent and staff governors, local authority governors and, according to the legal category of school, foundation/trust governors or partnership governors.

## Higher education institution (HEI)

Higher education institution (HEI) is a term from the [Further and Higher Education Act 1992](#). Under the Act, it means any provider which is one or more of the following: a UK university; a higher education corporation; an institution designated as eligible to receive support from funds administered by the [Higher Education Funding Council for England](#) (HEFCE), aside from further education colleges.

## Local authority

A local authority is an administrative unit of local government. The areas in which it has responsibilities include education, public health, recreation and leisure, children's services, youth services and housing.

## Local Enterprise Partnership (LEP)

A Local Enterprise Partnership (LEP) is a voluntary partnership between a [local authority](#) and businesses, established to determine local economic priorities and lead economic growth in its area. There are 39 LEPs in England.

## Looked after child (LAC)

A looked after child (LAC) is a child who is in the care of the [local authority](#). Looked after children include children who are accommodated by the local authority under a voluntary agreement with their parents; children who are the subject of a care order; and children who are the subject of an emergency order for their protection.

## Maintained school

A maintained school is a school funded via the [local authority](#) using grants from central government

## Multi-academy trust (MAT)

A multi-academy trust (MAT) is an academy trust in which the board of trustees is accountable for a number of [academies](#).

### **Regional Schools Commissioner (RSC)**

A Regional Schools Commissioner (RSC) works with school leaders to take action in underperforming schools.

### **Regulated Qualifications Framework (RQF)**

The Regulated Qualifications Framework (RQF) describes all regulated qualifications in England, grouping them according to their level of difficulty (running from Entry Level to Level 8).

### **Sixth form**

Sixth form is a term that may be used to describe full-time education for young people aged 16 to 18/19 when provided in a school or a sixth-form college. The two years of study are also referred to as Year 12 and Year 13.

### **Sixth-form college**

A sixth-form college is a type of further education college that offers only full-time education for 16- to 18/19-year-olds.

### **Social impact bonds**

Social impact bonds channel investment into interventions which tackle social issues. Investors are then repaid on the basis of specified social outcomes being achieved.

### **Special educational needs and disability (SEND)**

Special educational needs and disability (SEND) is a term that brings together terms used for children and young people aged 0-25 reflecting that, under the [Children and Families Act 2014](#), the assessment and provision of education, health and care services for children and young people were brought together into a single framework.

### **Studio school**

A studio school is an [academy](#) for 14- to 18/19-year-olds of all abilities, which offers an academic and vocational curriculum and qualifications taught in a practical and project-based way through enterprise projects and real work

### **University Technical College (UTC)**

A University Technical College (UTC) is an academy which is sponsored by a local university and employers and caters for 14 -to 18/19-year-olds. UTCs specialise in one or two technical curriculum areas (e.g. engineering, science) and teach core GCSEs alongside technical qualifications.

### **Voluntary, community and social enterprise (VCSE) sector**

The voluntary, community and social enterprise (VCSE) sector includes small local community and voluntary groups, registered charities, both large and small, foundations, trusts and a growing number of social enterprises and cooperatives. These are often also referred to as Third Sector organisations or civil society organisations.

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