



## Youth Wiki national description

# Youth policies in the United Kingdom (Wales)

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 (WALES)**

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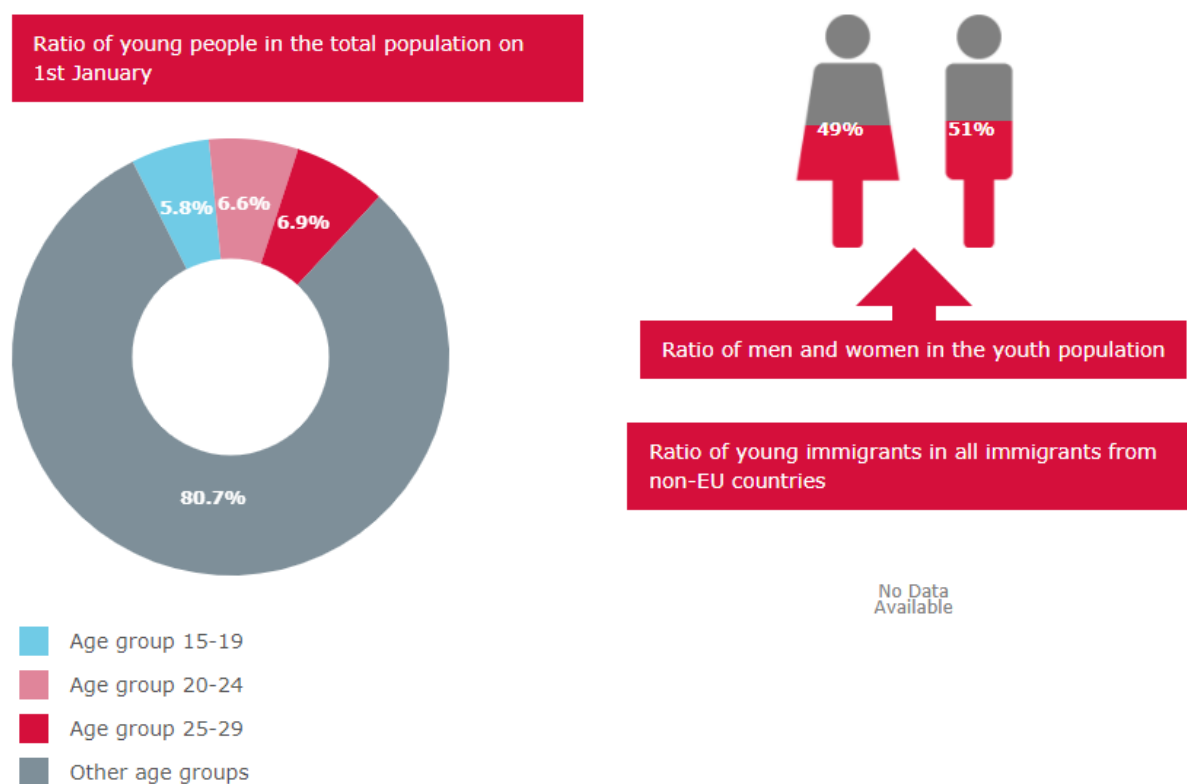
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## Overview

### 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 Wales.

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 (Wales)

There is no single department or government agency responsible for youth policy. Policy matters affecting young people are dealt with through various departments. The main focus of youth policy in Wales is on youth work and youth services. Within this context, it is the Education Directorate which has the most prominent role in youth policy.

## 1. Youth Policy Governance

In 2011, Wales became the first UK country to incorporate the United Nations Convention on the Rights of the Child (UNCRC) into its domestic law. There is a clear emphasis on rights-based approaches to policy which can be seen throughout this chapter.

There has been a strong focus on quality in youth work through ongoing work on developing a national outcomes framework to help youth work organisations' planning and evaluation. Since April 2017, there has also been the requirement for youth workers and youth support workers providing youth development services for or on behalf of schools, further education institutions, local authorities or voluntary organisations, to be registered with the regulatory body for teachers and other education staff, the Education Workforce Council.

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

The Youth Service in Wales is open to all young people within the specified age range 11 to 25. The statement of youth policy, included in the *National Youth Work Strategy for Wales 2014-18* states that

Youth work is an intrinsic element of youth support services which seek to ensure that all 11 to 25-year-olds have the services, support and experiences they need to achieve their potential. In Wales the youth service is a universal entitlement, open to all young people.

Although the *National Youth Work Strategy for Wales 2014-18* sets out a universal entitlement, it also emphasises the contribution of youth work to strategic Welsh Government priorities which may mean there is a focus on certain sub-groups of young people. These priorities include narrowing the gap in educational achievement between young people of different socio-economic backgrounds and reducing the number of young people not engaged in education, training or employment. The Welsh Government expects that open access youth provision will be used effectively to engage young people and direct them to more targeted support where required. It is expected that such targeted support is developed and delivered in ways that support strong and efficient connections with other forms of provision, as outlined in the *Youth Engagement and Progression Framework: implementation plan* (Welsh Government, 2013), the Welsh strategy for reducing the number of young people who are not in education, employment or training. See the article '[National Youth Strategy](#)' for more information.

The national youth work strategy also discusses youth work's role in supporting the Welsh Government's commitments to: help everyone reach their potential; tackle poverty; reduce inequality; increase levels of educational attainment and employment; improve economic and social well-being; address health and other inequalities; and increase young people's participation in society.

### **1.2 National youth law**

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

There is no comprehensive youth law. There are though 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:

- Well-being of Future Generations (Wales) Act 2015 (Act of the National Assembly for Wales)
- Social Services and Well-being (Wales) Act 2014 (Act of the National Assembly for Wales)
- Rights of Children and Young Persons (Wales) Measure 2011 (Measure of the National Assembly for Wales)
- Children and Families (Wales) Measure 2010 (Measure of the National Assembly for Wales)
- Equality Act 2010 (Act of Parliament)
- Learning and Skills Act 2000 (Act of Parliament).

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 new legislation, see the chapter on '[Participation](#)' for further details.

### Scope and contents

The [Well-being of Future Generations \(Wales\) Act 2015](#) aims to improve the social, economic, environmental and cultural well-being of a sustainable Wales. Youth work can contribute to the seven goals of the Act, which are as follows: a prosperous Wales; a resilient Wales; a healthier Wales; a more equal Wales; a Wales of cohesive communities; a Wales of vibrant culture and thriving Welsh language; and a globally responsible Wales.

The [Social Services and Well-being \(Wales\) Act 2014](#) provides a new legal framework which brings together and modernises social services law. The Act, which came into force from April 2016, imposes duties on [local authorities](#), health boards and Welsh Government Ministers requiring them to promote the well-being of those who need care and support, and of carers who need support. Youth work contributes to this by working with young people to reduce the likelihood of them needing the support of social services, supporting those who are already in the care of social services, and through collaboration with the local safeguarding board (these are regional boards which co-ordinate, and ensure the effectiveness of, measures to protect and promote the welfare of all children and young people).

In the [Rights of Children and Young Persons \(Wales\) Measure 2011](#), the Welsh Government incorporated the [United Nations Convention on the Rights of the Child](#) as the basis for policy making about children and young people in Wales; the associated Children's Rights Scheme sets out the arrangements Welsh Government Ministers have in place to ensure that they comply with this duty. In the 2015 [Programme for Children and Young People](#), the Welsh Government summarised the Convention into seven core aims which state that children and young people should:

- have a flying start in life
- have a comprehensive range of educational and learning opportunities
- enjoy the best possible health free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- be listened to, treated with respect and have their race and cultural identity recognised
- enjoy the benefit of a safe home and a community that supports physical and emotional well-being
- not to be disadvantaged by poverty.

The [Children and Families \(Wales\) Measure 2010](#) requires local authorities to make arrangements to promote and facilitate participation by children in the authority decisions which affect them. This is one of the core principles of youth work and an enabler to the other rights of the UNCRC. Statutory guidance on this duty has been issued to local authorities (annexed to the [Shared Purpose, Shared Future \(SPSF\) 2 Guidance](#) on the individual role public bodies have). In most cases it is discharged by an LA's youth service.

Under section 123 of the [Learning and Skills Act 2000](#), the [National Assembly for Wales](#) directs local authorities to provide or secure the provision of, or participate in the provision of, youth support services. According to the Welsh Assembly, youth support services are services which encourage, enable or assist young persons (directly or indirectly) to:

- participate effectively in education and training
- take advantage of opportunities for employment
- participate effectively and responsibly in the life of their communities.

The [Equality Act 2010](#) provides a legislative framework to: protect the rights of individuals and advance equality of opportunity for all; to update, simplify and strengthen

the previous legislation; and to deliver a simple, modern and accessible framework of discrimination law, which protects individuals from unfair treatment and promotes a fair and more equal society.

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. It applies to the local authorities, private companies and voluntary and community sector organisations (including charities and religion or belief organisations, collectively referred to in Wales as the Third Sector) as services providers and employers.

There is also legislation relating to safeguarding and child protection. Prior to April 2016, the Welsh child protection system was similar to England's system. However, since the [Social Services and Well-being Act 2014](#) came into force, Wales has had its own framework for social services. The guiding principles of the Act include giving individuals a stronger voice and more control over the care and support they receive and a reviewed focus on prevention and early intervention.

At a local level, regional safeguarding children boards co-ordinate, and ensure the effectiveness of, work to protect and promote the welfare of children. Each regional board includes representatives from: the local authority; chief officer of police; Local Health Board; NHS trust; and provider of probation services. The regional boards are responsible for local child protection policy, procedure and guidance. Under the Act, a child is a person who is under 18 years of age.

### 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

The main statement of youth policy is the Welsh Government's 2014 *National Youth Work Strategy for Wales 2014-18*. It is described in the sections below.

Its publication met the target (set out in 5/034 in the [Annex](#)) of the 2011-2016 [Programme for Government](#) to refresh 'refresh our youth service strategy and maintain our commitment to grant funding to at least the levels that we have provided over recent years.'

Two bodies, the Youth Work Alliance Wales and [the Principal Youth Officers Group](#) mapped youth work to the priorities set out in the 2011-16 Programme of Government. Their reports are available:

[\*The Contribution of Youth Work to the Programme of Government in Wales\*](#)

[\*The Role and Value of Youth Work in Current and Emerging Agendas in Wales, Autumn 2015\*](#)

Note: A new Government was elected in June 2016. It published a new Programme for Government, *Taking Wales Forward* in 2016. It also published [well-being objectives](#) which set out how the [Well-being of Future Generations Act 2015](#) will be used to help deliver our this programme and maximise the contribution to the seven shared national well-being goals.

### National participation strategy

The value of youth work is also discussed in the national participation strategy, the *Youth Engagement and Progression Framework* (Welsh Government, 2015). It refers to youth services as one of the partners (with [local authorities](#), Careers Wales, schools, colleges,

work based learning providers and others) working to ensure those most at risk of becoming NEET (not in education, employment or training) or who are already NEET are identified and provided with the support they need. One of the aspirations of the Framework is the emergence of a network of 'lead workers' providing continuity of support and contact to vulnerable young people and supporting them to engage with and access wider support services.

The [implementation plan](#) (Welsh Government, 2013) for the Framework identifies the youth service as well positioned to provide this role which is outlined in the *National Youth Work Strategy for Wales*. In 2014, the Wales Audit Office carried out a [review](#) of the Welsh Government's actions to help reduce the number of NEETs, focusing on the *Youth Engagement and Progression Framework*. It concluded that the Welsh Government is well-placed to reduce the number of NEETs aged 16-18, but less well-placed to reduce the number of 19-24- year-olds.

### Charter for Youth Work

In March 2016, the Welsh Government launched its new [Youth Work Charter](#). It was designed to ensure a national approach to youth work and should ensure that young people across Wales access to a similar level of provision. The Wales Charter for Youth Work will mean all young people in Wales are entitled to easy access to:

- safe, warm, well-equipped meeting places that provide opportunities for arts and sport activities and new experiences
- opportunities to take part in outdoor adventure and in residential and international experiences
- opportunities to participate in decision-making via informal and formal structures for youth engagement locally and nationally (e.g. young mayors, youth councils and Senedd, or Welsh Assembly)
- information, guidance and support on issues including employment, housing and mental well-being that can be accessed through digital media and via trusted and trained adults
- encouragement to learn more about their own culture and the cultures of other people
- co-ordinated provision by youth workers in all secondary schools and colleges
- opportunities to be civic activists e.g. by volunteering
- recognition and /or accreditation for their achievements in personal and social development both in schools and colleges and in the community.

*Developing Youth Work in Wales*, published by the Welsh Government alongside the Charter in March 2016, sets out the background to it.

### Scope and contents

The *National Youth Work Strategy for Wales 2014-18* was launched by the Welsh Government in 2014 to give direction to those planning and delivering youth work. Through the implementation of the strategy, the Welsh Government is aiming to improve quality and consistency.

As stated in the Strategy, youth work is an intrinsic element of youth support services which seek to ensure that all 11- to 25-year-olds have the services, support and experiences they need to achieve their potential. It is a universal entitlement, open to all young people.

The strategy supports the broader European agenda, the [EU Youth Strategy](#) (2010-2018) and the [Council of Europe's Agenda 2020](#) aim for the successful integration of all young people into society, ensuring young people have access to quality education and enabling them to contribute to the development of society.

The National Youth Work Strategy sets the following outcomes for youth work:

- Youth work is available to all young people in Wales and acts as an effective preventative services, supporting young people's engagement and progression in education and training in preparation for employment and wider adult life.
- Open access provision is used effectively to engage young people and to direct them to more targeted support, where required.
- Youth work interacts effectively with formal education to support positive outcomes for young people and supports a sustained reduction in the numbers of young people not in education, training or employment.
- Statutory and voluntary youth work are aligned and presented to young people in a coherent offer.
- Youth work contributes to the Welsh Language Strategy (entitled *A Living Language*, Welsh Government, 2012) and creates opportunities for the use of Welsh in social settings.
- Youth work evidences how it supports cross-governmental priorities (including UNCRRC, education, health and well-being, tackling poverty).

The strategy also sets a number of strategic goals for youth work in Wales:

- to introduce a national outcomes framework for youth work, providing a sound basis for accountability, benchmarking and results
- to raise the quality of youth work offered to young people across Wales
- to increase the proportion of professionally qualified youth workers
- to establish a forum to advice ministers on the implementation of the strategy, progress strategic debates on delivery and review evidence on the impact and reach of youth work nationally
- to increase opportunities for young people to achieve a nationally recognised accreditation which supports their development and employability
- to increase the numbers of young people accessing non-formal and informal youth work.

The expected outcomes for young people participating in youth work are identified under three broad themes:

- Active participation
  - Young people enjoy and achieve
  - Young people make a positive contribution
  - Young people have a voice
  - Young people have the right to have their voice heard and opinion taken account of
  - Young people have improved well-being
  - Young people enhance / develop their practical skills
  - Young people learn to manage risk
- Wider skills development
  - Team building
  - Communication
  - Problem solving
  - Decision making
  - Influencing others
- Enhanced emotional competence
  - Increased levels of confidence and self-motivation
  - Improved self-awareness, motivation and self-worth
  - Ability to develop and sustain relationships
  - Empathy and consideration for others.

The National Youth Work Strategy in Wales places a greater emphasis on links between youth services and schools than previous policy documents. Echoing the findings of research in other parts of the UK, it notes:

...youth work practice can be effective in directly and indirectly supporting learning outcomes and that there are significant benefits for young people from closer working between schools, colleges and youth work organisations (page 11).

A review of this work commissioned by the Welsh Government, *Youth Work in Schools in Wales*, by Arad Research, was published in 2015.

*Youth Work in Wales: Principles and Purposes*, the youth work curriculum statement for Wales, produced by representatives of the voluntary (third sector) and local authority youth work sectors, sets out the key principles which underpin youth work in Wales. It provides an overview of the nature, purposes, and delivery methods used in youth work practice and describes the five pillars of youth work in Wales. Based on voluntary participation, youth work offers opportunities for learning which are:

- educative
- expressive
- participative
- inclusive
- empowering.

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

Key stakeholders and young people support Welsh Ministers to implement the National Youth Work Strategy.

National Youth Work Strategy envisaged the creation of a forum to advise ministers on the implementation of the strategy, progress strategic debates on delivery and review evidence on the impact and reach of youth work provision nationally. The [Youth Work Reference Group](#) (YWRG) has been set up to fulfil this role. Members of the YWRG are:

1. [Principal Youth Officers Group \(PYOG\)](#), a professional learning community of serving officers
  2. [Council for Wales Voluntary Youth Service \(CWVYS\)](#), which represents the voluntary / third sector
  3. [Society of Local Authority Chief Executives and Senior Managers \(SOLACE\)](#)
  4. [Associate of Directors of Education in Wales \(ADEW\)](#)
  5. [Welsh Local Government Association \(WLGA\)](#)
  6. Youth Work Alliance Group
  7. youth workers
  8. youth work degree students
  9. young people
  10. trade unions
  11. an [Estyn](#) representative (observer status)
  12. Youth work academics (observer status)
  13. Welsh Medium Strategic Youth Work Group
1. [Ethnic Youth Support Team](#) (EYST).

The Strategy asks statutory and Third Sector (voluntary) youth work organisations to work in partnership to provide both open access and targeted provision. It expects local authorities to work positively and collaboratively with Third Sector organisations to help ensure that the provision of youth work meets local needs and that best use is being made of available resources. The outcome of successful partnership working should be reduced duplication and more resilient services.

To provide support and represent the voice of organisations delivering local and national Third Sector (voluntary) youth work provision, the Welsh Government supports the [CWVYS](#) and looks to this body to promote and advise on the contribution of Third Sector youth work providers to the development and implementation of youth policies, especially the youth engagement and progression framework (the strategy to reduce the

number of young people who are not in education, employment or training – NEET). See also the article on '[Preventing Early Leaving from education and Training \(ELET\)](#)'.

### Revisions/updates

2014's *National Youth Work Strategy for Wales 2014-18* replaced the *National Youth Service Strategy for Wales: Young, People, Youth Work, Youth Service* (Welsh Assembly Government, 2007). It fits into the wider context set by the 2002 Welsh Government document, *Extending Entitlement: support for 11 to 25-year-olds in Wales: Direction and Guidance*. *Extending Entitlement* set out a statutory basis (under the Learning and Skills Act 2000) and direction for the Youth Service in Wales for the first time. It stated that, in the context of youth work provision, 'informal education' refers to a process of learning which involves the voluntary engagement of young people with services that enable them to participate in a wide range of experiences and activities that promote their personal and social development.

The consultation processes used to develop these documents encouraged dialogue about youth work that promoted clarity about its purpose and principles. In turn, access to shared definitions was seen as a source of increased professional confidence in the youth sector.

In December 2016, the [Children, Young People and Education Committee](#) published a report entitled *What Type of Youth Service Does Wales Want? Report of the Inquiry into Youth Work*, for which the background preparation can be found on the [Your Assembly website](#). The report included a number of recommendations related to youth work, youth services and associated funding and support for the sector from the Government, including the *Extending Entitlement* framework and the *National Youth Work strategy for Wales 2014-18*. See the article '[Current debates and reforms](#)' for further information.

## 1.4 Youth policy decision-making

### Structure of Decision-making

#### National decision making

Responsibility for youth work policy sits with the [Minister for Lifelong Learning and Welsh Language](#), through the Education Directorate, part of the Education and Public Services Group. Some elements of youth policy are located in other areas of government, for example, health policy is part of the Health and Social Services Group.

The [Youth Work Charter](#) for Wales reinforces the commitment to youth participation in decision making. One of its provisions is to ensure that young people have:

Opportunities to participate in decision-making via informal and formal structures for youth engagement locally and nationally (e.g. young mayors, youth councils and Senedd, or Welsh Assembly).

#### Local decision making

Youth work is provided both the Third Sector and local authority sectors and through a variety of settings and methods. Under the [Learning and Skills Act 2000](#), Welsh Ministers have directed local authorities to provide and, secure the provision of, or participate in the provision of youth support services which would encourage, enable or assist young people to:

- participate effectively in education and training
- take advantage of opportunities for employment
- participate effectively and responsibility in the life their communities.

The [Children and Families \(Wales\) Measure 2010](#) requires local authorities to make arrangements to promote and facilitate participation by children in the authority decisions which affect them. All discharge this duty by consulting children and young people when drawing up their Well-being Plan. A local authorities Well-being Plan sets out how each



LA will work to meet the seven goals sets out in the [Well-being of Future Generations \(Wales\) Act 2015](#). Well-being Plans replaced Single Integrated Plans in April 2016.

Statutory guidance on this duty has been issued to local authorities annexed to the [Shared Purpose, Shared Future \(SPSF\) 2 Guidance](#) on the individual role public bodies have).

### Main Themes

The *Youth Work in Wales: Principles and Purposes* (Youth Work in Wales Review Group, 2013), developed by the voluntary and statutory sector to explain and describes youth work in Wales, is the fourth update of the youth work curriculum. It states that Youth work is provided both through the Third Sector and [local authorities](#) and through a variety of youth work settings and methods. The types of settings include:

- centre-based work
- street-based, outreach and mobile work
- work with a broad range of members of the community, irrespective of age
- residential work
- targeted provision for specific groups in a variety of environments including, for example, schools, the youth justice system and health environments.

The methods used to deliver youth work include:

- curriculum specialities like arts and culture, first aid, sport, etc.
- youth forums and councils
- information, advice, guidance and counselling services
- project work
- group work
- one-to-one work
- the use of new technologies and media
- opportunities for young people to be involved in the process.

In addition to the role in supporting those or not in education, employment or training (NEET) or at risk of being NEET, targeted provision for vulnerable young people can include teenage pregnancy advice, youth justice teams, drug and alcohol misuse services and homelessness support.

Many youth services deliver accredited learning, as part of an alternative curriculum (on- and off-site) as well as within school-based learning. Awarding bodies used include [ASDAN](#), [Agored](#), [BTEC](#) and [Essential Skills Wales](#). The 2015 Arad Consulting report on [Youth Work in Schools in Wales](#) shows that young people have received certificates in the following subjects:

- a course which prepares young people to work in childcare
- behaviour and personal health
- active citizenship equality and democracy,
- peer mentoring skills and peer education.

Note: here is variation across Wales regarding collaboration between schools and youth services and the types of activity involved. Youth work (and non-formal learning) is seen as supporting and enriching formal learning and is sometimes adapted for this purpose. .

### The National Agency for Youth

Since 2006, the Welsh Government has fulfilled the role of a national agency for youth in Wales. Youth policy sits with the Education and Skills portfolio. The Welsh Government took on the responsibilities of the Wales Youth Agency following a rationalisation of arm's length bodies. The change was also prompted by that the Wales Youth Agency had concentrated too much on the Youth Service rather than the wider agenda of services for young people.

In addition, there are sector-led bodies which promote a joint-sector approach. The Youth Work Alliance Wales (YWAW) is a strategic forum which is co-chaired by [CWVYS](#) (the representative body for the youth Third Sector in Wales) and the [Wales Principal Youth Officers' Group](#). It promotes:

- the well-being of young people in Wales
- collaboration between the statutory and Third (voluntary) sectors (both locally and nationally)
- the implementation of *Youth Work in Wales: Principles and Purposes*
- the provision of data to inform youth work strategy and delivery in Wales
- the quality and regulation of youth work in Wales
- the influence of the sector through marketing and publicity.

Note: Between 1992 and 2006, the Wales Youth Agency was responsible for:

- developing the youth work curriculum
- promoting staff development and the accreditation of training
- facilitating communications systems, marketing and communication services
- encouraging and developing partnership working
- supporting collaborative responses to identified priorities.

## 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 Minister for Lifelong Learning and Welsh Language, who is responsible for youth work. Other ministerial portfolios which have an impact on youth policy include:

- the [Cabinet Secretary for Communities and Children](#)
- the [Minister for Social Services and Public Health](#)

Note: The [Children's Commissioner](#) is an independent children's rights institution established in 2001, with the principal aim of safeguarding and promoting the rights and welfare of children and young people in Wales.

The National Youth Work Strategy for Wales supports effective collaboration between Third Sector and statutory youth work organisations. [Local authorities](#) are expected to work collaboratively with Third Sector organisations to help ensure that youth work provision meets local needs and that best use is being made of available resources. A local authority's Well-being Plan (see the article on '[Youth Policy Decision Making](#)') should set out how such partnerships will work.

The National Youth Work Strategy 2014-18 sets out hopes that over its four-year lifetime that significant steps will be taken to align the contribution of uniformed youth organisations with youth work organisations. [CWVYS](#) has the role of advising on how existing structures can be best aligned.



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

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

The National Youth Work Strategy for Wales 2014-18 emphasised the importance of a strengthened and robust evidence base on the impact of youth work which is vital to inform and drive the development of a more consistent and high-quality national youth work offer across Wales. Better evidence is necessary to allow those responsible for youth work (in the statutory and Third (voluntary) sectors) to successfully compete for resources.

### **National Outcomes Framework**

A National Outcomes Framework is now in development. In spring 2016, a [consultation](#) on the draft National Outcomes Framework for youth work was held; responses are currently being reviewed. The outcomes framework is intended to help youth work organisations' planning and evaluation.

Those who work with the young in different settings, whether as professionals or volunteers, should find it useful as it will help them have clarity about the outcomes they are working towards and in judging how successful they have been in reaching the aims they have set. The [Youth Work Reference Group](#) (see the section on '[Responsible authority for the implementation of the Youth Strategy](#)') is responsible for the development and implementation of the framework. The framework will be supported by the annual youth work report (see below) which will be developed into a National Youth Work Audit. The audit will establish a more consistent picture of delivery and will be used more effectively to benchmark service provision.

*Youth Work in Wales: Principles and Purposes*, was produced by representatives of the Third (voluntary) sector and local authority youth work providers. It sets out the key principles which underpin youth work in Wales, states that all organisations engaged in youth work are expected to assess the outcomes and impact of their work and to have systems for the planning, monitoring and evaluation of all aspects of their work with young people.

In developing and evaluating their work, providers are expected to take account of the National Occupational Standards (NOS) for Youth Work (search for 'youth work' in the [NOS](#) database), the [National Participation Standards](#) (Welsh Government, 2016) and the Information Standards.

Organisations receiving a grant under the [National Voluntary Youth Organisations \(NVYO\) Grant Scheme](#) (2015-18) are subject to annual monitoring arrangements. They are required to complete annual evaluation reports and an annual youth service audit to demonstrate the difference made to young people, lessons learnt and the impact of the NVYO grant.

### **UK-wide guidelines**

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 is specific to the development of youth policy.

A broad framework for public sector bodies in the UK is provided by the Treasury's [Green Book: Appraisal and Evaluation in Central Government](#) (2013) which models the policy making process as a cycle with the following stages (page 3):

- rationale
  - objectives
  - appraisal

- implementation (monitoring)
- feedback.

### 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 \(Statutory Duties\) \(Wales\) Regulations 2011](#) came into force in 2011. They require Welsh ministers to report on how devolved public authorities in Wales are meeting the Equality Duty.

### Cooperation between policy-making and research

The Welsh Government and [local authorities](#) are working to introduce a strengthened and robust evidence base on the impact of youth work to inform and drive the development of a more consistent and high-quality national youth work offer across Wales.

### National Statistics and available data sources

The Welsh Government produces an [annual youth work report](#). This is used within the Welsh Government, and by local government and practitioners, to monitor trends in the membership, finance and staff of Youth Work provision in Wales. Data is collected as part of the Youth Work provision in Wales survey, which is undertaken in the summer of each year by the 22 local authorities (LAs) in Wales during the summer.

There are also a number of youth specific indicators which are of relevance:

- Statistics on the number of [young people not in education, employment or training](#) are compiled by the Welsh Government and published quarterly with an annual statistical report. The sources for the data in the release are education data sources, the Annual Population Survey and Office for National Statistics population estimates.
- [StatsWales](#) also produce [statistics](#) on the participation of adults and young people in education and the labour force. See also '[Preventing Early Leaving from Education and Training \(ELET\)](#)'.
- The [characteristics of children in need](#) are collected via the children in need census and published annually by the Welsh Government.
- The [Social Mobility Commission](#), an independent statutory body, publishes an annual report setting out its views on the progress made towards improving social mobility across the UK. Its most recent annual report, *State of the Nation 2016: Social Mobility in Great Britain* was published in December 2016.
- 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 Behaviour in School-aged Children \(HBSC\) Wales](#), which aims to provide an in-depth understanding of young people's health and well-being, including the social determinants of health. The research in Wales forms part of an [international study](#) of adolescent health.

The [Children and young people's wellbeing monitor Wales](#) is a report to assess progress and design policies to improve outcomes for young people. It is an ad hoc series (the first was published in November 2008). It presents a multi-dimensional picture of children and young people (aged 0 to 25) using a variety of well-being indicators and other statistical and research sources. See also '[Main Trends in the Health Conditions of Young People](#)'.

### **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**

#### **Revenue support grant**

The great majority of public funding available to support youth work is administered by [local authorities](#) with funding allocated from the [Revenue Support Grant](#) (RSG) provided by the Welsh Government.

The RSG is an unhypothecated funding stream meaning that the 22 local authorities are free to decide how this funding is utilised to best meet their local needs and priorities, including the provision of youth services. In addition, the Welsh Government provides a number of grants for specific purposes.

The [background document](#) to the Welsh Youth Charter states on page 1 that there are wide differences in spending, well beyond what can be explained as reasonable discretion to meet local needs. As noted in a [statistical report](#) released by the Welsh Government in 2016, in 2015/16, total spend on youth work by local authorities across Wales decreased by nine per cent compared with 2014/15.

#### **Youth Work Strategy Support Grant**

In addition to the RSG, the Welsh Government plans to provide the Youth Work Strategy Support Grant throughout the life time (2014-2018) of the National Youth Work Strategy.

Each local authority is given a base allocation and the remaining amount is allocated using the same formula as the RSG. Local authorities develop a work plan for the grant which demonstrates how the funds will be used to:

- support and facilitate the involvement of the voluntary sector in the implementation of the youth engagement and progression framework
- Support open access provision to meet the gaps identified in the local authority's Single Integrated Plans (SIP) (replaced by Well-being Plans from April 2016)

Up to 25 per cent of the funds can be spent on staff training. LA must provide a six month update and 12 month evaluation.

#### **National Voluntary Youth Organisations (NVYO) Grants Scheme**

This scheme provides funding to support NVYOs in the Third (voluntary) sector continue to provide and developing quality youth work opportunities for young people aged 11 to 25. NVYOs apply to the Welsh Government. The maximum grant likely to be awarded is £175,000. Successful projects will be aligned to the National Youth Work Strategy for Wales and other government priorities. The current funding cycle began on 1 April 2015 and ends on 31 March 2018, whilst the next funding cycle will begin on 1 April 2018 and will end on 31 March 2020. The grant can be used to:

- cover an organisation's national infrastructure costs (core / running costs)
- provide stability to organisations to enable good interventions to continue
- support the establishment of new activities in Wales.

Further information is available in the NVYO [guidance notes document](#) (July 2017).

## What is funded?

Local authorities may choose to use their Revenue Support Grant to fund the different types of provision described in the section '[Main Themes](#)' in the Article on 'Youth Policy Decision-making'.

The Welsh Government also provides a number of hypothecated grants – the Youth Work Strategy Support Grant and the National Voluntary Youth Organisations (NVYO) Grants Scheme; details are provided above.

In addition, the Welsh Government provide core to the [CWYVS](#) and [ETS Wales](#)

## Financial accountability

[Managing Welsh Public Money](#) (Welsh Government, 2016) sets out the main principles for managing resources and is primarily aimed at organisations within the boundary of the Welsh Government's consolidated accounts, but the principles should hold true across the whole of the Welsh public sector. The document aims to explain how to handle public funds with probity and in the public interest and should be read in conjunction with [Managing Public Money](#) (published by HM Treasury in 2012) to understand the wider picture of funding and financial control at a UK level.

The Welsh Government makes significant grants to local authorities in Wales. Some of these are specific (hypothecated). Most are not, allowing local authorities to set out their own priorities. Nevertheless, the Welsh Assembly expects assurances that such decentralised funds are used appropriately, i.e. that they are spent with economy, efficiency and effectiveness, and not wasted nor misused. The quality of the assurance available differs from that expected of central government organisations because local authorities' prime accountability is to their electorates.

Both the Welsh Government and local authorities may either provide grants to or commission third parties to provide services for young people. Some of the organisations receiving these funds will be charities (part of the Third Sector in Wales). To be a charity, an organisation must satisfy the definition of a charity in the [Charities Act 2011](#). A charity is an institution which is:

- 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](#) (2013) which sets out how charities may deliver services for local authorities or government departments.

## Use of EU Funds

Wales has two European Social Fund operational programmes; one for West, [North Wales and the Valleys](#), the other for [East Wales](#). The two programme outline the priorities and objectives to spend EUR 1.492 billion (of which EUR 1.006 billion from the EU budget) contributing to creating jobs and strengthening social cohesion in these regions. Young

unemployed people, especially those who are not in education, employment or training (NEET) are one of the four groups which are targeted by the programme.

## **1.8 Cross-border cooperation**

### **Cooperation with European countries**

UK participation in the European Union funded programme, Erasmus+, is not covered in this description of youth policy (see the article on '[Cross-border learning mobility](#)').

### **International cooperation**

The UK Government is a signatory to the Council of Europe's [European Cultural Convention](#) (ETS No. 18) and 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.

## **1.9 Current debates and reforms**

Most of the on-going debates relating to youth policy are around providing youth services – and meeting new and complex demands for services – in the light of diminishing funding. In a recent [speech](#) (October 2015) in the Welsh Assembly, the Deputy Minister for Skills and Technology outlined the possibility of a core offer that all young people could expect to access.

### **Youth workers to register with the Education and Workforce Council**

The [Education \(Wales\) Act 2014](#) (the 2014 Act) reconfigured and renamed the General Teaching Council for Wales (GTCW); extending the remit of the body; and the composition of its membership in order for it to become the Education Workforce Council ('the Council'). From April 2017, youth workers and youth support workers providing youth development services for or on behalf of schools, further education institutions, local authorities or voluntary organisations have been required to register with the Education Workforce Council.

### **Inquiry into Youth Work**

In December 2016, the Children, Young People and Education Committee published a report entitled *What Type of Youth Service does Wales want? Report of the Inquiry into Youth Work*, for which the background preparation can be found on the [Your Assembly website](#). The report included a number of recommendations related to youth work, youth services and associated funding and support for the sector from the Government, including the *Extending Entitlement* framework and the *National Youth Work Strategy for Wales 2014-18*.

The Minister for Lifelong Learning and Welsh Language [responded](#) to the report in February 2017, agreeing that both the *Extending Entitlement* framework and the national strategy for youth work should be refreshed. In June 2017, the Minister [wrote](#) to the Committee a second time, outlining the Government's plan for the next two years and stating that:

- a consultation was being planned with regards to *Extending Entitlement*, the statutory guidance underpinning youth support services in Wales, which would be ready for release in the autumn of 2017; *Extending Entitlement* would therefore be updated in the summer of 2018
- Glyndwr University had been contracted to carry out a review of the impact of the current National Youth Work Strategy for Wales 2014-18, which should be ready

by July (as of August 2017, this review had not been published); the review would support the refresh of *Extending Entitlement*.

## **2. Voluntary Activities**

The Welsh Government, through the Cabinet Secretary for Communities and Children, is responsible for volunteering policy. It funds Gwirvol, a partnership of voluntary, community, public and private sectors organisations in Wales who represent and promote youth volunteering. Gwirvol has the particular aim of increasing the number and diversity of young volunteers and to give them more and better quality volunteering opportunities. Full details of the membership of the network are given in the section '[Cross-sectorial cooperation](#)' in the 'Administration and Governance of Youth Volunteering' article.

A form of accreditation for volunteering activities is provided by the Welsh Baccalaureate qualification. This is an overarching school/college qualification for 14- to 18/19-year-olds which combines general and/or vocational education (through existing qualifications) with the development of key skills that are intended to equip young people for life after school. One of its components is a 'community challenge', which requires learners to identify, develop and participate in opportunities that will benefit their local community.

### **2.1 General context**

#### **Historical developments**

Volunteering has a rich history in Wales. In more recent times, and particularly over the last half century or so, both pre- and post-devolution (for details of governance arrangements in Wales, see the article on '[Main Executive and Legislative Bodies](#)' in the Eurydice Network's description of the Welsh education system), successive Governments have sought to bring volunteering into the ambit of Government policy. Across the UK, the changing relationship between government and volunteering was summarised by 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.

In May 2004, the [Russell Commission](#) was established by the UK Home Secretary and the Chancellor of the Exchequer to develop a new national framework for youth action and engagement across the UK. The Commission's recommendations were designed to provide a framework to bring about a step change in the number and diversity of young volunteers and to give them more and better quality volunteering opportunities. In Wales, implementation of the recommendations was a matter for the Welsh Government and a partnership of key organisations, [Gwirvol](#), was formed for this task. This fulfilled the key recommendation of the Commission to have a dedicated implementation body. See the article on '[Administration and Governance of Youth Volunteering](#)' for further information.

Millennium Volunteers is the recognition programme of the GwirVol initiative. It has been running since 1998. Originally a UK-wide initiative, based on a consultation paper, *Millennium Volunteers: Labour's proposal for citizen's service* (1996), it has developed differently across the UK. Further information is available in the article on '[Skills Recognition](#).'



## Main concepts

The Welsh Government's [Volunteering Policy](#) (2015) defines volunteering as activity which:

- is undertaken freely, by choice
- is undertaken to be of public/ community benefit
- is not undertaken for financial gain.

Annex A of the policy document provides highlights some of the different types of volunteering:

- informal volunteering
- formal volunteering
- virtual volunteering
- employer supported volunteering
- volunteering for accreditation
- internships
- volunteering as a work-related experience
- civic volunteering.

## 2.2 Administration and governance of youth volunteering

### Governance

Policy responsibility for all-age volunteering lies with the [Cabinet Secretary for Communities and Children](#). The Welsh Government sets the policy direction for GwirVol, the partnership of organisations in Wales who represent and promote youth volunteering (see Cross-sectorial cooperation).

### Cross-sectorial cooperation

[GwirVol](#) is a partnership between the voluntary, community, public and private sectors which is led by the views of young people in Wales. It was originally established to implement the outcomes of the Russell Commission in Wales (see the sub-section on '[Historical Developments](#)'). The GwirVol partnership is responsible for:

- reviewing and updating the strategic direction of GwirVol
- ensuring the best interests of young people are represented in taking forward the strategy
- co-ordinating the promotion of GwirVol to key audiences
- inviting relevant parties to become a part of the initiative through working groups
- monitoring and reviewing the distribution of funding and make recommendations on future distribution of funds
- ensuring the views of other relevant stakeholders are communicated and cascaded.

GwirVol is committed to being youth led. The main way this is achieved is through the [GwirForce](#), a panel of volunteers aged between 14 and 15 years. Contribution to the direction of GwirVol may also be made by the youth-led grant panels and local youth forums across Wales.

GwirVol has 22 part-time [Youth Volunteering Advisors \(YVAs\)](#) based in volunteer centres around Wales, called County Voluntary Councils. The YVAs are there to offer advice and information to young people about how to become a volunteer. They help young people identify volunteering opportunities and support them as they begin their volunteering.

The administrative functions of GwirVol are undertaken by the [Wales Council for Voluntary Action](#) (WCVA). It has the legal responsibility for funding and the delivery of the agreed policy direction as determined by any agreement with the Welsh Government and other funding sources. It is also responsible for:

- enacting the agreed decisions of the steering group

- administering grants, through agreed protocols, to support advice, information and capacity building
- commissioning research, monitoring and evaluating the impact of the initiative
- communicating to partners, youth volunteer advisors and organisations on the agreed direction of the partnership
- ongoing funding/sponsorship bids
- co-ordinating the youth volunteer advisors
- servicing meetings of the steering group
- ensuring measures to maintain young people's ongoing involvement as partners.

GwirVol partners help to steer the direction of the initiative and are involved in its steering group, working groups and grants panels. They promote the initiative and consult with their members and networks over important issues. They all have a commitment to involving young people. The list of GwirVol partners is:

2. [Retired Senior Volunteer Programme \(RSVP\)](#) (run by Volunteering Matters, previously Community Service Volunteers, CSV)
3. [Welsh Government Third Sector Unit](#) (part of the Department for Education and Public Services)
4. [Betsi Cadwaladr University Health Board](#), the largest health organisation in Wales, providing a full range of primary, community, mental health and acute hospital services for North Wales
5. CWVYS, [Council for Wales of Voluntary Youth Services](#)
6. [WACVC \(Wales Association of County Voluntary Councils\)](#), a network of support organisations across Wales which help people who are inspired to make a positive difference to their communities
7. Welsh Government Education Directorate
8. [UNA Exchange](#), which promotes and supports international understanding, cultural exchange and community development whilst at the same time enabling volunteers' personal growth & development
9. [Young Dragons / Dreigiau Ifanc](#), an initiative of The Prince of Wales which brings together all the uniformed youth groups (the Scouts, Girlguiding, St John Cymru, Army Cadet Force, Air Training Corps, Sea Cadet Corps, Police Cades, Fire Cadets, Boys Brigade), young people from other parts of the community and places of education, so as to increase the scale, quality of opportunities and adventure for young people to volunteer with the uniformed groups, the community and together as a group for the benefit of others
10. [Sports Leaders UK](#) which provides vocational leadership awards and qualifications in sport, dance and outdoor activities as part of a pathway for getting individuals and communities more active and healthy
11. [GwirForce](#), the panel of volunteers aged between 14 and 25, who are committed to promoting and driving forward youth volunteering in Wales
12. [Torfaen County Borough Council](#)
13. [Youth Cymru](#), which aims to support and enable young people to become active citizens through appropriate activity and learning, and promoting their participation in decision making. The organisation provides training for youth work professionals and other professionals and volunteers working with young people, and for young people themselves
14. [WJEC](#), a Welsh examination board providing qualifications and exam assessment in schools and colleges
15. Workers in Student Community Volunteering (WiSCV), represented by [Student Volunteering Bangor](#)
16. The [Duke of Edinburgh's Award](#)
17. [Street Games](#), which helps to make sport accessible to young people living in areas of high deprivation across the UK, and in particular Communities 1st areas in Wales
18. [Urdd Gobaith Cymru](#), a Welsh-medium youth movement which aims to provide the opportunity, through the medium of Welsh, for the children and young people



in Wales to become fully rounded individuals, developing personal and social skills that will enable them to make a positive contribution to the community

19. [Careers Wales](#)

20. [WCVA \(Wales Council for Voluntary Action\)](#), which is the national membership organisation for the Third Sector and volunteering in Wales. Its aim is to make Wales a better place by championing volunteering, voluntary organisations and community groups.

## 2.3 National strategy on youth volunteering

### Existence of a National Strategy

There is no strategy for youth volunteering in Wales. However, the Welsh Government has an all-age volunteering policy entitled *Volunteering Policy: Supporting Communities, Changing Lives* (2015).

Information on youth volunteering is available from the Welsh Government [website](#).

### Scope and contents

The Welsh Government's *Volunteering Policy: Supporting Communities, Changing Lives* (2015) sets out the actions that the Welsh Government and the Third Sector Infrastructure (see below) will take to continue and build support for volunteering. Although the policy does not specifically cover youth volunteering, it does mention that youth volunteering programmes in particular provide a good foundation for young people, acting as a stepping stone to lifelong volunteering activity.

The policy aims to:

- improve access to volunteering for peoples of all ages and from all parts of society
- encourage the more effective involvement of volunteers, including through appropriate training
- raise the status and improve the image of volunteering.

Volunteering is recognised by the Welsh Government and the Third Sector Partnership Council as a 'good thing' for Wales, to be supported and promoted. It has benefits for the individual, for organisations and movements in which they are involved, and for communities more widely.

The impetus for the volunteering policy is the [Third Sector Scheme](#), published in January 2014. It sets out how the Welsh Government will promote the interests of relevant voluntary organisations and identifies four cross cutting themes which are important to underpin any activity arising from the Scheme. These are:

- sustainable development
- Welsh language
- quality and diversity
- tackling poverty.

Third Sector Support Wales consists of the:

- the [Wales Council for Voluntary Action](#) (WCVA)
- County Voluntary Councils (CVC) and Volunteer Centres in each county in Wales which provide advice and information to local voluntary and community groups on volunteering, funding sources and a range of other issues.

### Responsible authority

The Welsh Government, in partnership with Third Sector Support Wales, is responsible for the implementation of the [Third Sector Scheme](#). The Welsh Council for Voluntary Action publishes an [annual analysis](#) of the third sector in Wales.

The lead third sector partner for youth volunteering opportunities is [GwirVol](#), a partnership between the voluntary, community, public and private sectors which is led by

the views of young people. The partnership exists to take forward the recommendations of the Russell Commission (see the section on [Historical Developments](#) in the article on the General Context), which were designed to bring about a step change in the numbers and diversity of young volunteers and to provide more and better quality volunteering opportunities.

### Revisions/ Updates

The [Third Sector Scheme](#) (2014) is made under section 74 of the [Government of Wales Act 2006](#). Following a Welsh Government consultation – [Continuity and Change: Refreshing the Relationship between Welsh Government and the Third Sector in Wales](#), (May-August 2013) – this Scheme and its Annex were revised in 2014 to bring the policy framework that underpins this relationship up to date.

## 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 in 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.

The Welsh Government maintains, uses and promotes a Code of Practice for Funding the Third Sector (in an Annex to the [Third Sector Scheme](#)), which sets out the key principles that underpin Welsh Government funding for the Third Sector as well as what the Government expects from the Third Sector in return. The Code covers value for money, monitoring, evaluation and audit.

### 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 for safeguarding within their charity. This duty is set out in statutory guidance which was last updated in 2017, entitled [Working Together to Safeguard Children: a Guide to Interagency Working to Safeguard and Promote the Welfare of Children](#). The Children England guidance, [Everyone's Business: Safeguarding for Trustees](#) (Department for Education, 2013), sets out responsibilities for safeguarding and protecting children. While it was published by Children England, and contains a number of references to organisations or resources in England, the tips and tools apply equally to those organisations operating in Wales.

### 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.

Note that since the passing of the Education Workforce Council (Registration of Youth Workers, Youth Support Workers and Work Based Learning Practitioner) Order 2016, individuals working in aspects of youth work in Wales, including on behalf of a local authority, school or charity, must be registered with the General Teaching Council for Wales. The Council, whose remit was expanded in 2014, is the independent regulator for teachers and support staff in maintained schools and further education institutions, as well as youth workers and individuals involved in work-based learning.

### **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; and sexual orientation.

Volunteers are not specifically mentioned in the [Equalities Act 2010](#). However, the Equality and Human Rights Commission has published [guidance](#) on the legal status of volunteers.

### **Regulations on standards of quality**

There are no regulations on the standards of quality of youth volunteering opportunities, although organisations in receipt of government funding are expected to ensure the economic, efficient and effective use of public money. They must also comply with the specific terms of their grant.

The Code of Practice for Funding the Third Sector (published in an Annex to the 2014 [Third Sector Scheme, Welsh Government](#)) provides information about value for money and contracting guidance.

Organisations who are accredited to issue [Millennium Volunteer \(MV\)](#) Award certifications have been assessed by GwirVol to ensure that they meet the nine principles that the scheme is based on. See the section on '[Existing Arrangements](#)' in the article on Skills Recognition.

### **Target groups**

The aims of GwirVol include increasing both the number and diversity of young people volunteering in Wales. No specific details are provided in reference to this.

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

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

There are a number of national programmes for youth volunteering in Wales, as listed below.

#### **GwirVol**

[GwirVol](#) is a Welsh youth volunteering initiative aimed at encouraging more young people, aged 16-25 years, to volunteer and to help more organisations develop opportunities for young people to get involved. Its main strands of work are providing advice, recognition, information and funding (as described below). It does not provide volunteer placements, but is a general programme organised, funded and monitored by the state, and therefore fulfils the EU Youth Wiki Definition.

There are 22 part-time [GwirVol Youth Volunteering Advisors \(YVAs\)](#) based in volunteer centres - called County Voluntary Councils - around Wales. The YVAs are there to offer advice and information to young people about how to become a volunteer, by providing them with advice and support about the available opportunities.

Millennium Volunteers (MV) is an award programme which supports young people to make a commitment to volunteer for 50 to 200 hours in their community. See the article on '[Skills Recognition](#)' for further information.

To support young people, GwirVol has developed a number of information resources. This includes [You Give, You Get](#) which is a guide to all the national recognition and accreditation schemes for volunteering available in Wales.

GwirVol also runs a number of [grant funding schemes](#) to support the delivery of a wide range of new volunteering opportunities in Wales and overseas that support the step change in access to volunteering for young people aged 14-25 and especially for disadvantaged young people. The three grant strands are:

- Creating Opportunities: for organisations looking to create new youth volunteering projects, new youth volunteering roles or to recruit more young people into existing volunteering roles. Creating Opportunities grant applications can be for up to a maximum amount of £10,000.
- Millennium Volunteers: for organisations looking to recognise the commitment young people give to volunteering through offering the 200 hour award of excellence. Millennium Volunteers grant applications can be for up to a maximum amount of £10,000.
- International: for organisations looking to develop overseas volunteering opportunities that benefit young people and their communities in Wales as well. International grant applications can be for up to a maximum amount of £30,000.

In addition, in each Welsh county, Youth Volunteering Advisors have supported the setting up of [Local Youth Led Grant Panels](#). These are groups of young people from the local area who are allocated up to £4,000 to distribute through grants to local youth-led volunteering activities. Every area is led by the ideas and needs of young people and the panels themselves decide on the criteria for the grants, the priority groups and the application process, but they are all aimed at developing youth volunteering and all seek applications from projects lead by young people themselves.

## Welsh Baccalaureate

The [Welsh Baccalaureate qualification](#) is an overarching school / college qualification which combines general and/or vocational education with the development of key skills that young people need after leaving school. It incorporates existing qualifications (supporting qualifications) and a common core (the skills challenge certificate). . It is available at three different levels of difficulty for young people aged 14-19.

The Skills challenge certificate, delivered as part of the Welsh Baccalaureate, consists of four components including a 'community challenge'. It requires learners to identify, develop and participate in opportunities that will benefit the local community. Some of the activities carried out as part of the community challenge could be considered as volunteering.

## UK-wide programmes

[#iwill](#) is the national campaign for 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](#).

Through collaboration and partnership, [#iwill](#) is spreading the word about the benefits of youth social action, working to embed social action in young people's transition to adulthood and creating fresh opportunities for their 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](#).

At the beginning of 2016, the Welsh Government agreed to join to [Schools' Cadet Expansion Programme](#), which is run by the [Ministry of Defence](#). The programme enables schools to establish a cadet unit, offering the following to their pupils and staff:

- access to a range of activities for personal development

- structured experiences which support wider curriculum goals and engagement found in the Curriculum for Life and the Youth Engagement and Progression Framework.

Pupils are also given the opportunity to develop a range of skills, including resilience; self-discipline; team-working; problem solving; and leadership.

**Note:** Although a pilot for the National Citizen Service (see this section in the England description of the Youth Wiki for full details) took place in Wales in 2014, no plans were initiated to operate the programme in Wales.

## Funding

The Welsh Government provides grant funding for the Wales Council for Voluntary Action ([WCVA](#)) to administer the [GwirVol](#) scheme (including the scheme's funding). WCVA reports and provides administrative support to the GwirVol partnership board. WCVA also supports the (national) grants assessment panel and various working groups which have been set up to take forward the key strategic and operational issues. Both of these groups and the grants assessment panel consist of Partnership Board members.

Between 2009/10 and 2011/12, the Welsh Government made available funding totalling £3,183,627. In February 2015, the Welsh Government [announced](#) £587,000 for GwirVol42.

## Characteristics of youth volunteering

Independent data on the levels of youth participation in volunteering are available from a 2016 Ipsos MORI report, which 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. The [Ipsos Mori Youth Social Action Survey](#) found that 48 per cent of 10-20 year olds in Wales had participated in meaningful social action in 2016.

Across the UK, the types of social action young people participated in included:

- 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.

## Support to young volunteers

Other than the support by the GwirVol youth advisors to help young people find opportunities, there are no specific provisions to support young volunteers.

Young volunteers are not entitled to any special social security provisions. Benefits may still be payable to individuals whilst they volunteer, 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](#).

## Quality Assurance (QA)

There is no systematic, overarching system for the evaluation of youth volunteering programmes. However, there are a number of initiatives which look at the quality of what is available.

The Welsh Government maintains, uses and promotes a Code of Practice for Funding the Third Sector (in an Annex to the [Third Sector Scheme](#)), which sets out the key principles that underpin Welsh Government funding for the Third Sector as well as what the Government expects from the Third Sector in return. The Code covers value for money; monitoring; evaluation; and audit. It applies to providers of volunteering opportunities who receive public funds.

GwirVol has undertaken a number of evaluations of its work to ensure it is meeting its key aim and informing the future of its strategy. Details are available on the [GwirVol website](#). The Welsh Government Third Sector Unit, which funds GwirVol, has also commissioned independent evaluations of the partnership. The most recent evaluation was published in [2012](#).

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

### **EU programmes**

Young people in the United Kingdom can experience international volunteering through 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, while 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). 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 and for assessing individual project applications. The [European Youth Portal](#) hosts a database of all EVS accredited organisations, plus 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](#), a 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.

Once they have 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 which supports positive social change, which might 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 UK Government's [Department for International Development](#).



Other organisations in the UK, for example [Volunteer Action for Peace \(VAP\)](#), facilitate overseas volunteering by young people. 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 are due to work with young people under 18 or with vulnerable adults they have to provide references and complete further checks through the [Disclosure and Barring Service \(DBS\)](#) to ensure that they are suitable to work with such groups or individuals.

## **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 methods that will most appeal to young people.

### **Key initiatives**

One of the key roles for GwirVol is to raise awareness of volunteering opportunities for young people. The 22 [Youth Volunteering Advisors](#) exist to give advice and information about how to become a volunteer.

The national volunteering database, [Volunteering Wales](#), provides details of volunteering opportunities in Wales.

## **2.8 Skills recognition**

### **Policy Framework**

The policy statements which discuss opportunities for youth volunteering 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 in their transition to employment. However, the Government does not provide criteria or mechanisms for formal recognition.

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

### **Existing arrangements**

#### **You Give, You Get**

The GwirVol publication [You Give, You Get](#) (2011) is a guide to all the national recognition and accreditation schemes for volunteering available in Wales. Some of the schemes described in the guide are:

- [Agored Cymru](#), which recognises formal and formal learning that young people carry out through accreditation and qualifications. Young people can be accredited in activities such as volunteering and community participation.
- [ACF Cadet Force's Proficiency Certificate](#) (APC), which is based on a four-point star qualifying system which is Cadets follow to become Cadet senior non-commissioned officers.
- [Duke of Edinburgh's Award](#), which provides a challenging and rewarding programme of personal development for young people.
- St John Cymru (Wales' first aid charity), which offers the [Amalfi Challenge](#), a self-directed programme in which participants complete challenges in four subject areas: services; challenge; relationships; and society.

### Welsh Baccalaureate

The [Welsh Baccalaureate qualification](#) provides accreditation through the curriculum for volunteering activities. It is an overarching school / college qualification which combines general and/or vocational education (through existing qualifications) with the development of key skills that are intended to equip young people they need after leaving school. It incorporates existing qualifications (supporting qualifications) and a common core (the skills challenge certificate).

Further information about the Welsh Baccalaureate can be found in the article on '[Youth Volunteering at National Level](#)'.

### Millenium volunteers

[Millennium Volunteers \(MV\)](#) is a national award set up to recognise volunteering by young people. MV is funded by the Welsh Government and administered by the Wales Council for Voluntary Action (WCVA) as part of GwirVol. It encourages 14- to 25-year-olds to build on existing skills and interests and to gain new experiences by giving their time to worthwhile and well-organised volunteering activities. Their efforts are recognised through a 50 and 100 hour Certificate and 200 hour Award of Excellence that carries the signature of the First Minister of the Welsh Government.

MV runs according to nine key principles. These are:

- Personal commitment – volunteers must make a sustained commitment to volunteering.
- Community benefit – volunteers will be undertaking activities which result in a clear benefit to their local communities.
- Voluntary participation – involvement in MV is voluntary. Volunteering done as part of the Welsh Baccalaureate qualification (see the article on '[Youth volunteering at national level](#)') does not count towards an MV award.
- Ownership by young people – MV should enable young people to be equal stakeholders in identifying, organising and taking decisions about the voluntary activity they are involved in.
- Quality – It is important that volunteers feel safe, supported and valued as part of offering a good quality volunteering opportunity.
- Recognition – volunteers should have their volunteering recognised and celebrated.
- Inclusiveness – all young people aged 14-25 are eligible to join MV. It must operate across the whole range of communities (including the most deprived areas) and attract young people from a wide variety of backgrounds, cultures and beliefs.
- Variety – MV will provide a rich variety of volunteering opportunities in a wide range of activities.
- Partnership – organisations running MV will work in partnership with the appropriate local organisations.

In 2011, GwirVol worked with Sport Wales, Sport Leaders UK and Street Games to develop a new award that specifically targets volunteering around sport or activity. It



includes organising events as well as coaching for them. The award was named [MV50 Sport](#).

Organisations who want to award MV certificates are assessed by GwirVol to see how their support for volunteers, benefits to the community, targets and organisation meets the nine key aims of MV. Grants, awarded through a competitive grant process, are available to cover the expense of involving young people in volunteering with the organisation.

Note: MV was originally a UK-wide initiative, based on a consultation paper, 'Millennium Volunteers: Labours Proposals for citizen's service' (1996). It has since developed differently across the UK.

## **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. 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.

## **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.

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 support to start a business.

### **3.1 General context**

This chapter provides information about the labour market across the UK and Wales in particular. It reflects the different responsibilities of the UK Government and the Welsh Government as regards employment and entrepreneurship.

For further information about devolution see the article on [Main Executive and Legislative Bodies in Wales](#) from the Eurydice Network's description of education systems.

#### **Labour market situation in Wales**

The UK is a large, open and competitive economy with low levels of regulation in its product and labour markets. The European Commission's 2016 [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 been generally 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.

In Wales, the picture is less positive than across the UK. [Data](#) published by the Office for National Statistics (ONS) in 2015 shows that in 2014 Wales had the lowest Gross Value Added (GVA) of the United Kingdom regions. Welsh performance on productivity and

earnings was also noted as being relatively weak. In a 2016 [article](#) on Welsh economic performance, the Welsh Government Chief Economist noted how the country's skills profile, economic geography and demographic structure (specifically, the high levels of dependents) are all reflected in the low GVA figure.

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

- growth in the size of the labour force as the population has increased
- an increase in the proportion of women in the labour market
- a reduction in the size of the manufacturing sector.

Prior to 2008, the UK had been making progress in closing the gap in labour productivity compared to other advanced economies (most notably the United States and several other northern European countries). The experience of recession and subsequent recovery in the UK since 2008 brought that progress to a halt, and indeed reversed some of it, as UK productivity declined slightly as that of other nations continued to increase. 2014 [data](#) from the Office for National Statistics shows that all the Welsh regions have levels of productivity lower than the UK average.

There is a UK Government focus on improving productivity and growth, with the need to develop a highly skilled workforce a central focus of education reform.

The UK recognises that it has skills gaps in important sectors which act as a main obstacle to people accessing employment. The 2015 [UK Employer Skills Survey](#) (published in 2016 by UKCES), showed skill shortages in Wales have increased to 23 per cent of all vacancies. The UKCES [Wales report](#) shows that this has led to an increase in the number of establishments in Wales experiencing recruitment difficulties due to skill shortages among applicants.

### 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 to 20	21 to 24	Apprentices
£4.05	£5.60	£7.05	£3.50

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

The National Living Wage which stipulates a higher wage for older workers (those over 25) 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.

Persistently high youth unemployment is a long term, structural element of the UK economy. The unemployment rate for those aged 16 to 24 years has, however, fallen from 22.5 per cent in late 2011 (during the recession) to 13.7 per cent between April and June 2016. The August 2016 Statistics Wales' [bulletin on key economic statistics](#) shows that for the year end 31 March 2016, 34,800 people aged 16-24 in Wales were estimated to be unemployed, down 14.8 per cent over the year. This represented 15.6 per cent of the economically active population in this age group, down 3.4 percentage points over the year. The equivalent UK rate was 14.0 per cent, down 2.5 percentage points over the year.

[Participation of young people in education and the labour market \(year end 2015 and 2016 \(provisional\)\)](#), published by Statistics for Wales, contains estimates of how young people in Wales interact with the labour market:

- 79.2 per cent of 16- to 18-year-olds were estimated to be engaged in some type of education or training and in employment in 2016
- 33.6 per cent were in full or part-time employment but not in education or training in 2016
- an estimated 10.4 per cent were not in education, employment or training (NEET)
- 37.8 per cent of 19- to 24-year-olds were engaged in some kind of education or training (full or part-time) in 2015.

There is a policy focus across the UK on improving the support available for young people who are at risk of being NEET. Specific policy measures to address this issue are described in the article 'Integration of Young People in the Labour Market'.

The UKCES publication [Catch 16-22](#) (2015) 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') and are more readily available in areas with strong economic performance
- young people are most likely to be recruited into low wage, low skilled jobs where the pathways for promotion and further learning and development are less clear-cut.

## 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 programmes for young people do exist.

Welfare policies are not devolved and remain the responsibility of the UK Government. Whilst employment, education and skills are devolved areas, there is an expectation that the relevant departments, agencies and organisations across the UK will work together.

### Welsh Government departments

The Welsh Government department responsible for setting national policies related to youth employment and entrepreneurship is the Education and Public Services Group (EPS) and Skills Higher Education and Lifelong Learning (SHELL) Directorate. There is a Cabinet Secretary for Education, a Minister for Lifelong Learning and Welsh Language and a Minister for Skills and Science whose responsibilities include:

- apprenticeship policy and delivery
- youth and adult employability policy and delivery, including Jobs Growth Wales, Employability Skills Programme, Traineeships and the Skills Gateway
- work based learning providers

### UK Government responsibilities

The UK Government's [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 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.

[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.

### 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 2016 [Working Futures](#) report series, published in 2016 before UKCES closed in 2017 (see below), presents official labour market projections for the UK. The series projected 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 focused 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 most [recent edition](#) for Wales was published in May 2016-17 financial year.

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 skills issues employers face and the action they take 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, in order to get the skills they need. Welsh data for both [ESS 2015](#) and [EPS 2014](#) is published separately.

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 will move to the UK Government's [Department for Education](#) when UKCES closed in early 2017.

## Skills development

Skills policy in Wales is set out in the Welsh Government's [Policy Statement on Skills](#) (2014) and [Skills Implementation Plan](#) (2014). Both documents focus on four key areas:

- jobs and growth – improvements in employment and productivity levels
- equality and equity – providing equality of opportunity for individual in accessing post-19 and skills support
- financial sustainability – ensuring an appropriate and sustainable balance of funding is available to support the skills system sourced from government, employers, individuals and European funding
- international skills benchmarking – improving the skills profile of Wales to ensure competitiveness internationally.

A set of [performance measures](#) were published by the Welsh Government in 2014. These are used as a continual reference point when evaluating government policies and programmes and act as a method of assessing progress towards the long-term ambition for the skills system in Wales as presented by the policy statement on skills. More recently, in 2016, the Welsh Government published a series of [National Indicators](#) which measure progress towards the achievement of the well-being goals as described in the [Well-being of Future Generations \(Wales\) Act 2015](#); the first of these, 'a prosperous Wales', aims to develop a skilled population in an economy which provides employment opportunities and generates wealth.

Both the Policy statement on Skills and the implementation plan draw heavily on the documents forecasting skills needs described above.

## 3.4 Career Guidance and Counselling

### Career guidance and counselling services

#### Schools and colleges

The Welsh Government's [Careers and the World of Work: A Framework for 11 to 19-year-olds in Wales](#) (WAG, 2009) and related [guidance and educational materials](#) are the key documents that learning providers use to review and develop careers guidance provision for students in secondary school and further education colleges. The Careers and the World of Work (CWW) Framework is intended to help learners to:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers

- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

CWW forms part of the basic curriculum for all registered pupils aged 11 to 16 at maintained and special schools. CWW may be delivered as an integrated element across a wide range of curriculum subjects, as part of a tutorial programme, through personal and social education (PSE), in separate classes or modules, through one-off events, through work-focussed activities, and where possible, work placements. A wide range of partners is normally involved in delivering CWW, including employers, entrepreneurs, advisers, parents, trainers and community groups.

CWW is also part of the 'Learning Core' of Learning Pathways for 14–19 year olds (see the subheading 'Curriculum, Subjects, Numbers of Hours' in the article on '[Teaching and Learning in General Lower Secondary Education](#)' in the Eurydice education system description). Indeed, all 14-19 year old learners are entitled to access impartial and professional careers information, advice and guidance. Since 2013, [Careers Wales](#) has delivered this service.

### 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.

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

### Careers Wales

[Careers Wales](#) provides free, impartial careers information, advice and guidance for all ages in both English and Welsh. It offers help and support for adults:

- who are unemployed
- thinking of changing careers
- returning to work or learning after a break
- facing redundancy
- seeking promotion
- looking to develop their skills within their current job role.

Additional services include help with interview skills CV preparation and information provision.

Its remit and priorities support the Welsh Government's strategic objectives and related Welsh Government policies, such as the [Youth Engagement and Progression Framework](#) (YEPF). Careers Wales plays a key role in the delivery of the Youth Guarantee (see the section 'Youth Guarantee' in the article on '[Traineeships and Apprenticeships](#)') and makes the Youth Guarantee Prospectus (also known as the [Common Area Prospectus](#)) and application process available on its website.

Careers Wales is part of the broader 'careers family' in Wales – organisations which provide services to help people to become more effective at planning and managing their careers over time. The 'careers family' includes careers services provided by higher education institutions, schools and colleges, work based learning providers, local authority youth services, learning coaches, Jobcentre Plus, Probation and Youth Offending Services and others.



## Funding

Schools, colleges and universities are responsible for funding the services they offer. Funding [arrangements](#) are described in the Eurydice network's description of education systems.

Careers Wales is a wholly-owned subsidiary of the Welsh Government. The remit, priorities and budget for Careers Wales are set out in an annual letter ([2016/17 letter](#)) from the Minister for Education and Skills.

## Quality assurance

### Schools and colleges

[Estyn](#), the Office of Her Majesty's Inspectorate for Education and Training in Wales, covers both career education and career guidance in its [inspection framework](#) for schools.

Careers Wales maintains and administers the [Careers Wales Mark, which was developed following the introduction of the framework for Careers and the world of work \(CWW\) as part of the Revised Curriculum \(2008\)](#). Careers Wales accredits establishments (schools, colleges, etc.) that have demonstrated that they have active procedures in place to ensure continuous improvement in the outcomes for their learners.

The annual survey of school leavers, undertaken by [Careers Wales](#) on behalf of the Welsh Government, provides a snapshot of pupil destinations over a five year period and looks at the routes chosen by young people according to their ethnicity and gender. It is published [online](#).

### 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](#) (DLHE).

### Careers Wales

The annual remit and priorities letter sent to Careers Wales by the Welsh Government contains the measures against which the quality of its services are measured. In 2016/17, they were expected to report against the following our key performance and tracking indicators:

- the organisation's contribution toward the sustained progression of young people through education and into employment or further training/education, with specific emphasis on the company's role in supporting a reduction in drop-out rates in year 12 (pupils aged 16/17 in the first year of post-compulsory education)

- the organisation's contribution to reductions in the number of young people who are not in education, employment or training (NEET)
- the organisation's contribution to establishing effective school-employer engagement
- client satisfaction with the quality of service provision, including in relation to an integrated digital presence.

### **3.5 Traineeships and Apprenticeships**

#### **Official guidelines on traineeships and apprenticeships**

##### **Traineeships**

The Traineeship programme, introduced in 2011, is for young people aged 16–17, although 18-year-olds who have left school may also apply. It enables young people to gain the skills needed to get a job or progress to further learning at a higher level, such as an apprenticeship or further education. The [Traineeships programme](#) is available at three levels:

- Engagement - for learners at any level who are not sure what they want to do for a career and/or who have certain barriers which prevent them from immediately taking part in employment or other learning. A traineeship at this level could include work placements, community projects or training at their place of learning. Trainees attend for between 12 and 21 hours for the first 4 weeks, then between 21 and 30 hours. Trainees receive an allowance of £30.00 per week for full-time attendance. Access is by referral from [Careers Wales](#).
- Level 1 - for learners who already know what career they would like to follow and are ready to train at this level or who have naturally progressed from the engagement option. Training at this level could include work placements, community projects, training in a training centre or gaining skills and learning towards achieving a Level 1 qualification (equivalent to [GCSE](#) grades D-G, European Qualifications Framework or EQF Level 2). Attendance is for more than 30 hours per week and no more than 40 hours per week. Trainees receive an allowance of £50.00 per week for full-time attendance. Access is by self-referral.
- Bridge to Employment - for learners who are ready for full time employment who have completed the Level 1 option and are still eligible for a Traineeship. Training includes Level 2 (equivalent to 5 GCSE grades A\* to C and EQF Level 3) training opportunities relevant to that young person's chosen career. Hours of work are agreed with the employer. Trainees receive an allowance of £50.00 per week for full-time attendance.

Note: Both general and vocational qualifications are grouped into levels within the [Credit and Qualifications Framework for Wales](#) (CQFW), from entry level to level 8. The levels on the CQFW can be mapped to the [European Qualifications Framework](#).

Trainees may also apply for travel, childcare and other support costs.

From summer 2018, new entrants will access either:

- the new all-age employability programme for those who are closer to the labour market
- a new programme for 16-18 year olds who require more intensive support to enable them to enter the labour market.

##### **Apprenticeships**

Apprentices work in a paid job alongside experienced staff in order to gain job-specific skills and receive off the job training. Apprenticeships are not qualifications in themselves, but frameworks that contain separately certified elements, including an appropriate work-based qualification. Apprenticeship frameworks are available at the following levels:



- foundation apprenticeships, leading to Level 2\* qualifications equivalent to 5 GCSE passes and EQF Level 3
- apprenticeships, leading to Level 3 qualifications equivalent to 2 A-level passes and EQF Level 4
- higher apprenticeships, leading to Level 4 qualifications and above, equivalent to a foundation degree and EQF Levels 5 to 7.

Note: both general and vocational qualifications are grouped into levels within the [Credit and Qualifications Framework for Wales](#) (CQFW), from entry level to level 8. The levels on the CQFW can be mapped to the [European Qualifications Framework](#).

Welsh language and Bilingual Apprenticeships are also available. They give learners the opportunity to learn new skills while also developing and maintaining their Welsh language skills.

Apprenticeships can take between one and four years to complete depending on the level of apprenticeship, the apprentice's ability and the industry sector. There is no upper age limit for an apprenticeship.

Most training is provided by one of around 22 training providers, which are mainly further education colleges or private training firms. The learning provider provides a training mentor for the apprentice who offers them support and guidance and work with the apprentice to:

- help decide which apprenticeship is right for them
- explain the way that apprenticeships might work and if funding is available
- agree a training plan
- manage the training and evaluation
- ensure that national quality standards are met and that the apprentice receives integrated, coherent training.

The programmes are the responsibility of the Welsh Government's Education and Public Services Group (EPS). The Specification of Apprenticeship Standards for Wales (SASW) sets out the minimum requirements to be included in a recognised Welsh apprenticeship framework. It was updated in October 2016. Details are available in the [Apprenticeships \(Specification of Apprenticeship Standards for Wales\) \(Modification\) Order 2016](#).

### **Wages for apprentices**

Apprentices aged 16-18 are entitled to the apprentice minimum wage of £3.540 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 £3.450 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 National Minimum Wage. See the article on '[Labour market situation in Wales](#)' for details of the National Minimum Wage.

### **Youth Guarantee**

The Welsh Government committed to introducing a [Youth Guarantee](#) in the 2013 [Youth Engagement and Progression Framework Implementation Plan](#).

The Youth Guarantee comprises the offer, acceptance and commencement of a suitable place in education or training. The Welsh Youth Guarantee only partially meets the provisions of the European Youth Guarantee, since it applies only to 16 year-olds who are making the transition from compulsory education for the first time, and not to 25-year-olds who are unemployed or leaving formal education. See the article on '[Integration of Young People in the Labour Market](#)'.

## Promoting traineeships and apprenticeships

### Traineeships

Following the decision to replace the Traineeship programme in 2018, work is underway to develop a marketing and communication plan for the new All-Age Employability Programme. A small campaign promoting Traineeships for the remainder of the programme ran in January 2017.

### Apprenticeships

The [Apprenticeship matching service](#) run by Careers Wales is a free on-line recruitment system which aims to help employers find suitable apprentices and aspiring apprentices to find opportunities in a business that is right for them.

There are also a number of national events which promote apprenticeships:

- The [Apprenticeship Awards Cymru](#) recognise the individuals, employers and learning providers who have contributed to the development of the Welsh Government's work-based learning programmes (traineeships, jobs growth Wales and apprenticeship programmes).
- [National Apprenticeship Week](#) celebrates and promotes impact of apprenticeships.

Making traineeships and apprenticeships attractive to employers

The [Young Recruits Programme](#) provides financial support to employers, offering a range of apprenticeships. Employers who take on apprentices who have worked with them under the [Jobs Growth Wales](#) programme (see the article on '[Integration of Young People in the Labour Market](#)') are also eligible providing the individual was taken on before 31 March 2016.

## Recognition of learning outcomes

### Traineeships

The aim for young people on a Traineeship programme is to develop themselves and progress onto gaining an apprenticeship, employment or go on to learning at a higher level. Young people can undertake qualifications which specifically meet their learning need.

There is flexibility in the range of qualifications taken by learners. Some learners may be ready to undertake qualifications from within the [Credit and Qualifications Framework for Wales](#) (CQFW), whereas for others it may be more appropriate for them to undertake short courses which lead to appropriate certification.

### Apprenticeships

An Apprenticeship is not a qualification in itself, but a framework that contains separately certified elements, including an appropriate work-based qualification. Such qualifications will be covered by the [Credit and Qualifications Framework for Wales](#) (CQFW). Further information is available in the section on official guidelines above.

## Funding

Both Traineeship and Apprenticeship programmes are funded by the Welsh Government with support from the European Social Funds (ESF). Apprentices of all ages registered on approved Apprenticeship Frameworks are funded; however, priority is given to young people aged between 16 and 24.

In August 2015, a Welsh Government [press release](#) announced the following levels of funds for the four years from 2015:

- Traineeships - £89 million fund, including £28 million from the EFS
- Apprenticeships - a £284million fund including £83million from the ESF.

Following the decision to replace Traineeships with the new All-Age Employability programme, funding for the Traineeships programme will be transferred to support delivery of the new programme.

### **Apprenticeship Levy**

Following the passing of the [Finance Act 2016](#), a new Apprenticeship Levy was introduced in April 2017 for all large employers (including public bodies) across the UK who have an annual pay bill of more than £3 million. The levy is set at a rate of 0.5% 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](#). Further information about how the apprenticeship levy affects Wales can be found on the Business Wales [website](#).

### **Quality assurance**

Organisations which have been awarded contracts to deliver work-based learning programmes in Wales (Apprenticeships, Traineeships and Jobs Growth Wales) must have in place systems to manage the quality of learning and to ensure the achievement and maintenance of high standards.

The Contractor must undertake an annual self-assessment, based on guidance published by the Welsh Government and Her Majesty's Inspectorate of Education and Training in Wales ([Estyn](#)). The resulting self-assessment report and quality development plan must be submitted to the Welsh Government. Progress against actions identified in the quality development plan must be reviewed at least three times a year, and the outcomes of the review documented by the Contractor. This documentation, together with supporting evidence of actions taken, must be made available to the Welsh Government and Estyn on request.

Full details of these requirements are provided in the *Work Based Learning Programme Specification and Guidance for Apprenticeships, Traineeships and Jobs Growth Wales Programmes – April 2015 to March 2019*.

Estyn is responsible for inspecting work-based training funded by the Welsh Government, careers companies, and adult education. The Common Inspection Framework (CIF) from 2010 and [Guidance for the inspection of work-based learning](#) set out the way the inspectorate inspect work based learning.

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

### **Youth employment measures**

#### **Youth employment measures**

The following sub-sections describe welfare and employment initiatives designed to support and assist young people. Some are UK-wide, whilst others are specific to Wales.

#### **UK-wide 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](#). The 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.

## Work programme

The Work Programme is the UK Government's welfare-to-work scheme, offering support to individuals who are long-term unemployed and some disabled benefit claimants. It has been operating since June 2011 covers Wales, Scotland and England. The Work Programme 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.

There are two main contractors, appointed by the UK Government's Department for Work and Pensions, who deliver the programme in Wales.

Young people aged 18- to 24 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 a 2016 House of Commons Library briefing note on the [Work Programme](#).

Analysis of individuals who are unemployed, economically inactive and claim benefits suggests that the performance of the Work Programme in Wales has been poorer than the UK average. In 2015, the Welsh Government commissioned [independent advice](#) from the Public Policy Institute for Wales on how the Work Programme might be operated differently in Wales in the future. There have been no further announcements on the direction this might take.

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.

## 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.

## Welsh measures

[Jobs Growth Wales](#) aims to create jobs for unemployed job-ready young people aged 16 to 24. The programme provides unemployed young people with a job for six months paid at or above the National Minimum Wage. The intention is that the job will be sustained by the host employer after the 6 month period has been completed. The programme is funded by the Welsh Government with the support of the European Social Fund (ESF). [Programme specification and guidance](#) for contractors is available.

Vacancies are advertised on the Careers Wales [website](#) – under the Jobs Growth Wales tab.

The first Jobs Growth Wales scheme started in April 2012 and ended in April 2015. The second scheme started in September 2015.

An [evaluation](#) of the first phase influenced the shape of the second phase of the programme. Statistics Wales publishes [information](#) on the number of jobs created and other management information from the scheme.

## Communities for Work

Under the [Communities for Work](#) programme, youth mentors and Job Centre Plus specialist employment advisors based in Wales's 52 most deprived communities provide

intensive one-to-one guidance to help young people access education, training and employment.

### **Work experience programme**

The Work Experience scheme, described in a House of Commons [briefing note](#), 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.

DWP administers the scheme through the employment and social security network, Jobcentre Plus, matching individuals with suitable work experience placements. These last between two and eight weeks and 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 take them onto an Apprenticeship. Participants on the scheme do not receive a wage, but continue to receive benefits and must continue to look for permanent work. Jobcentre Plus cover travel and childcare costs if required.

### **Youth Guarantee**

The Welsh Government committed to introducing a [Youth Guarantee](#) in the 2013 [Youth Engagement and Progression Framework Implementation Plan](#). The Youth Guarantee comprises the offer, acceptance and commencement of a suitable place in education or training. It may be:

- a part / full time place in a school or college
- an Apprenticeship opportunity
- a Welsh Government Traineeship place
- a place on a re-engagement programme
- a volunteering opportunity
- a Level 2 training programme during employment.

A suitable offer for a young person is one that is appropriate to their individual needs. This means it must be delivered at the right level through the right learning method, in the right geographical location and it should engage them in education, training or other activities. It will help them progress towards sustainable employment.

[Local authorities](#) are responsible for the delivery and success of the Youth Guarantee.

The Youth Guarantee Prospectus (also known as the Common Area Prospectus) is available on the [Careers Wales](#) website. It provides young people in Years 10 and 11 (age 14/15 and 15/16) with information about the range education, training and employment options available to them.

Young people applying through this system can then be tracked to ensure they have both successfully completed an application and, subsequently, whether they have taken up that place or not.

**Note:** The Welsh Youth Guarantee only partially meets the provisions of the European Youth Guarantee, since it applies only to 16 year-olds who are making the transition from compulsory education for the first time, and not to 25-year-olds who are unemployed or leaving formal education.

### **Employability Skills Programme**

The Employability Skills Programme aims to support unemployed adults to obtain and remain in work by improving their employability skills. The programme offers:

- high quality work placements
- employer-specific training
- preparation for work training
- essential Skills provision

The Employability Skills Programme is delivered via a flexible, tailored package of support for individuals and aims to achieve a high level of employment outcomes.

### **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 or the general population in Wales or across 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, the UK labour market is increasingly characterised by a growth in self-employment, part-time working, zero-hours contracts and increased female participation.

All employers, in the private and public sectors in Great Britain (England, Wales and Scotland), are bound by the [Equality Act 2010](#). The Act seeks to protect the rights of individuals and advance equality of opportunity for all, by adding to previous equality legislation where appropriate. 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.

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

Funding for schemes described above is generally provided by the Welsh Government and by the UK Government's [Department for Work and Pensions](#). Jobs Growth Wales receives some funds from the European Social Fund.

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 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.

### **Quality assurance**

Organisations which have been awarded contracts to deliver work-based learning programmes in Wales (Apprenticeships, Traineeships and Jobs Growth Wales) must have in place systems to manage the quality of learning and to ensure the achievement and maintenance of high standards.

The Contractor must undertake an annual self-assessment, based on guidance published by the Welsh Government and Her Majesty's Inspectorate of Education and Training in Wales ([Estyn](#)). The resulting self-assessment report and quality development plan must be submitted to the Welsh Government. Progress against actions identified in the quality development plan must be reviewed at least three times a year, and the outcomes of the review documented by the Contractor. This documentation, together with supporting evidence of actions taken, must be made available to the Welsh Government and Estyn on request. Full details of these requirements are provided in the [Work Based Learning Programme Specification and Guidance for Apprenticeships, Traineeships and Jobs Growth Wales Programmes – April 2015 to March 2019](#).



Estyn is responsible for inspecting work-based training funded by the Welsh Government, careers companies, and adult education. The Common Inspection Framework (CIF) from 2010 and [Guidance for the Inspection of Work-based Learning](#) set out the way work based learning is inspected.

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 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 [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 or scheme for the cross-border mobility of young workers, trainees / apprentices and young professional / entrepreneurs.

### **3.8 Development of Entrepreneurship Competence**

#### **Policy Framework**

The *Youth Entrepreneurship Strategy (YES) Action Plan 2010-15*, launched in November 2010, built on the original [strategy](#) launched in 2004 and was developed in collaboration with public, private and voluntary sector partners across Wales. The Plan was a collaboration between the Welsh Government's Department of Economy, Science and Transport and the Department for Education and Skills. It also benefited from collaboration with other departments across the Welsh Government and with partners.

The YES Action Plan sought to focus on support most needed by young people at each stage of their journey in entrepreneurship:

1. raising their awareness
2. developing their entrepreneurial skills
3. sparking ideas



4. providing practical information and support for those seeking to start up in business.

In addition, the Plan identified three strategic audiences, namely: Education, Business and the Community – each of which have a critical role in supporting young people.

In 2014, the Welsh Government commissioned an evaluation of the programme. The findings of the [evaluation](#) have informed the development of the Business Wales – Youth Entrepreneurship Service, which commenced 1st January 2016.

Prospects delivers Business Wales - [Youth Entrepreneurship Services \(YES\)](#) in primary and secondary schools in Wales on behalf the Welsh Government. The work targets children and young people from primary and secondary schools with a range of innovative activities to increase awareness of entrepreneurship and raises aspirations in Wales, as a country of young business innovators. Further information about YES is available from the [Big Ideas Wales](#) website.

Business Wales services are funded through European Regional Development Funding (ERDF) Operational Programme for West Wales and the Valleys. Services are intended to support Entrepreneurship delivery from 2015 to 2020; they include 'Entrepreneurship Exchange', a partnership venture to improve understanding and engagement of entrepreneurship in Wales.

## Formal learning

### Entrepreneurship education in compulsory education

Entrepreneurship education is included in the compulsory curriculum subject personal and social education (PSE) at ISCED 1, 2 and 3. PSE covers a broad area of study. Its aims relating to entrepreneurship and enterprise are to prepare learners for the choices and opportunities of lifelong learning and the challenges, choices and responsibilities of work and adult life. The subject also covers financial literacy.

During secondary education (ISCED 2 and 3) entrepreneurship education is also covered by careers and the world of work (CWW) which helps learners:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

CWW is part of the requirements of the 'Learning Core' which all students aged 14 to 19 must access as part of their studies.

Curriculum documents are available from the Learning Wales [website](#).

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

Developing young people with an enterprising mindset will be one of four main purposes of the [new Welsh curriculum](#) which will be available for use from September 2020 onwards and be rolled out to different year groups between 2022 and 2026. It will also recognise the need for enterprising, creative contributors, ready to play a full part in life and work who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities

- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

### Hands on entrepreneurship experiences

Young people in Wales are given the opportunity to participate in hands-on business experiences, which include, amongst others:

- The [Tenner Challenge](#) is for 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.
- The [Fiver Challenge](#) is for 5 to 11-year-olds across the UK. It gives 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.
- National Primary School Competition – [The Enterprise Troopers](#) asks pupils to start and grow their own business and provides an opportunity for schools to showcase their entrepreneurial activities.
- The YES services (see above) also provide [activity based workshops](#) which are designed to allow young people to discover the skills needed to become a successful entrepreneur and guidance on how to overcome challenges along the way.

### Entrepreneurship education in higher education

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 that 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.

In 2012, the Quality Assurance Agency for Higher Education (QAA) produced [guidance](#) for UK higher education providers on enterprise and entrepreneurship education. It contains a broad framework that providers can use to articulate learning outcomes that can be applied across a wide range of delivery types.

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

### **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, (Scout or Guides Girls) often carry out activities which lead to the development of entrepreneurship competence. See the subheading 'Hands on entrepreneurship experiences' in '[Formal Learning](#)' above for examples of such work.

### **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 schools, local authorities, the Welsh Government and individual teachers. Teachers have a professional duty to review their methods of teaching and programmes of work, and to participate in arrangements for their in-service training or CPD as teachers throughout their careers. Enterprise education may be an element of CPD.

The [YES Action Plan 2010-15](#) (WAG, 2010) included an intention to 'enhance opportunities for continuing professional development for teaching practitioners and to raise awareness of best practice in teaching and learning entrepreneurship'.

The EBEA is a professional subject association for teachers 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. From 2015, they are no longer being maintained but will remain publicly available.

## **3.9 Start-up Funding for Young Entrepreneurs**

### **Access to information**

Government and charities who provide funding opportunities for young entrepreneurs use all the normal communication channels to promote them, especially 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. It offers government-backed personal loans for business purposes. The loans are available to businesses yet to launch or those that have already started trading. The partners support loan applicants in all regions and industries throughout the UK. They are open to anyone aged 18 and over who meet certain criteria, 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 UK 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.

The House of Commons Library published a [briefing](#) on the allowance in 2017.

## 3.10 Promotion of Entrepreneurship Culture

Each of the national initiatives and programmes described in the article on '[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.

### Special events and activities

See the article on '[Development of Entrepreneurship Competence](#)'.

### Networks and partnerships

See the article on '[Development of Entrepreneurship Competence](#)'.

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

In August 2016, it was decided the current Traineeship programme should close to new entrants in summer 2018. The decision is in line with the Labour manifesto commitment to 'create a new all-age programme of support for people seeking the employability skills needed to get quality jobs'. The announcement also followed an [evaluation of the 2011-15 work-based learning programme](#), of which Traineeships are an element, and a separate review of Traineeships policy which commenced in December 2014. Both of these pieces of research identified that the current Traineeships programme does not adequately support all of the young people it was designed to assist.

## **4. Social Inclusion**

Social justice and equality of opportunity are central to Welsh Government policy goals. The Welsh Government has identified reducing poverty as a priority and has set out a specific child poverty strategy. By addressing causes of poverty, the intention is also to avoid consequences such as poorer outcomes in education, health and individual behaviours, and reduced social cohesion.

The [Well-being of Future Generations \(Wales\) Act 2015](#) came into force in April 2016. This requires public bodies to operate according to sustainable development principles in order to safeguard the social, economic, environmental and cultural well-being of future generations. One of its well-being goals is 'a more equal Wales, which enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances)'.

### **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
- a 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.

Following the publication of the previous year's report, the Welsh Government chose to prioritise child poverty above social mobility, given that the figures for absolute child poverty and persistent poverty were worse for Wales than for England.

Previously, a [2009 report](#) from the End Child Poverty Network Cymru noted geographical divides, in terms of access to public transport, health services and employment opportunities. The challenges of child poverty are much greater for children living in rural areas of Wales. The 2015 State of the Nation Report which is published by the Social Mobility and Child Poverty Commission (now the Social Mobility Commission - see the article on '[Governance](#)') and assesses the actions of the UK, Welsh and Scottish Governments, outlines the following as some of the main challenges to social inclusion across the UK:

- child poverty: 21 per cent of children were recorded as living in persistent poverty
- educational achievement: the achievement gap between children who are eligible for free school meals and their peers begins at a young age and widens as they progress through school

- educational disengagement: more than one in ten 16-to-18-year-olds were classed as NEET (not in education, employment or training).

The report presents a more challenging picture for Wales than for England and Scotland in aspects of child poverty – including absolute child poverty and persistent poverty. As a consequence, the Welsh Government has chosen to prioritise child poverty above social mobility.

In addition, a [2009 report](#) from the End Child Poverty Network Cymru noted geographical divides, in terms of access to public transport, health services and employment opportunities. The challenges of child poverty are much greater for children living in rural areas of Wales.

## 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 have greater participation in decision making which affects their lives and 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
- other services as well as active citizenship.

The terms used to describe policies, initiatives and actions relating to social inclusion have changed over time. To illustrate how they evolved into the concepts and definitions used currently, this section provides a brief policy overview.

Social justice and equality of opportunity are central to Welsh Government policy goals. As noted above, its ambitions in those areas focus on reducing poverty rather than increasing mobility. By addressing causes of poverty, the intention is also to avoid consequences such as poorer outcomes in education, health and individual behaviours, and reduced social cohesion.

The Welsh Government published a revised Child Poverty Strategy in 2015 and reaffirmed its ambition to eradicate child poverty by 2020. The strategy set two new strategic objectives:

- to use all available levers to create a strong economy and a labour market which supports poverty reduction
- to better support families through debt and financial advice, and to tackle the disproportionate costs by poor households for goods and services.

It also reiterated the three strategic objectives set out in its 2011 [Child Poverty strategy](#):

- reducing the number of children in workless households
- increasing the skills of parents and young people in low-income households
- reducing the inequalities that exist in the education, health and economic outcomes of children and families living in poverty.

The Welsh Government's [Tackling Poverty Action Plan](#) (2015) is the main mechanism for pursuing these objectives; it is reviewed annually.

The [Well-being of Future Generations \(Wales\) Act 2015](#) aims to improve social, economic, environmental and cultural well-being in Wales. It imposes duties on the public bodies listed in the Act to think more about the long-term, work better with people and communities and each other and looks to prevent problems by taking a more joined-up approach. The Act puts in place seven well-being goals:



1. a prosperous Wales, which is an innovative, productive and low-carbon society which recognises the limits of the global environment (thereby using resources efficiently and proportionately), and which develops a skilled and well-educated population, and an economy which generates wealth and provides employment opportunities
2. a resilient Wales, which maintains and enhances a bio-diverse natural environment with healthy, functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt
3. a healthier Wales, in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood
4. a more equal Wales, which enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances)
5. a Wales of cohesive communities which are attractive, viable, safe and well-connected
6. a Wales of vibrant culture and thriving Welsh language, which promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation
7. a globally responsible Wales which takes into account its actions on global well-being.

Further information is available from the [Welsh Government](#).

### UK context

Devolution has given the Welsh Assembly legislative control of most of the policy areas covered by this chapter (see the article entitled '[Political and Economic Situation](#)' in the Eurydice's Network education system description for Wales). However, the ambitions set out in the Westminster government's policies relating to social inclusion apply across the United Kingdom. The definitions and concepts used to describe them are in the equivalent [England article](#).

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 have a greater participation in decision making which affects their lives and access to their fundamental rights. In this context, social inclusion can be considered as a multi-dimensional concept, which combines various factors – including:

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Social justice and equality of opportunity are central to Welsh Government policy goals. As noted above, its ambitions in those areas focus on reducing poverty rather than increasing mobility. By addressing causes of poverty, the intention is also to avoid consequences such as poorer outcomes in education, health and individual behaviours, and reduced social cohesion – all of which contribute to exclusion.

The Welsh Government published a revised [Child Poverty Strategy](#) in 2015 and reaffirmed its ambition to eradicate child poverty by 2020. The strategy set two new strategic objectives:

- to use all available levers to create a strong economy and a labour market which supports poverty reduction;



- to better support families through debt and financial advice, and to tackle the disproportionate costs by poor households for goods and services.

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- reducing the number of children in workless households
- increasing the skills of parents and young people in low-income households
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The Welsh Government's [Tackling Poverty Action Plan](#) is the main mechanism for pursuing these objectives; it is reviewed annually.

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3. a healthier Wales in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood
4. a more equal Wales – which enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
5. a Wales of cohesive communities which are attractive, viable, safe and well-connected
6. a Wales of vibrant culture and thriving Welsh language, which promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation
7. a globally responsible Wales which takes into account its actions on global well-being.

Further information is available from the [Welsh Government](#).

UK context

Devolution has given the Welsh Assembly legislative control of most of the policy areas covered by this chapter (see the Eurydice's Network education system description for details of [devolution arrangements](#)). However, the ambitions set out in the Westminster government's policies relating to social inclusion apply across the United Kingdom. The definitions and concepts used to describe them are in the equivalent England [article](#).

## **4.2 Administration and Governance**

### **Governance**

It is an ambition of the governments of all parts of the United Kingdom to create a society in which opportunities are shared equally and are not dependent on an individual's family background, geographical location or school attended. This aim applies to all citizens, rather than targeting particular sections of the population.

Responsibility for most policies to create a socially inclusive Wales is held by the Welsh Government; therefore this chapter concentrates on Wales specific actions. UK-wide actions are also covered, where applicable.

## UK government departments

The main actor at the level of the UK Government is the [Department for Work and Pensions](#) (DWP), which 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. The DWP includes a team responsible for poverty and social justice that focuses on creating a fair and affordable welfare system which improves the life chances of children.

## Welsh Government

The main actors at the level of the Welsh Government include the following:

- the [Cabinet Secretary for Communities and Children](#), whose responsibilities include children's and young people's rights, housing, homelessness, financial inclusion, equality and the volunteering sector
- the [Cabinet Secretary for Education](#), whose responsibilities cover school education (including school improvement, pupil attainment, safeguarding and inclusion) and higher education policy
- the [Cabinet Secretary for Economy and Infrastructure](#), whose responsibilities include promoting economic opportunity for all, social enterprise and the social economy and the national strategy for culture, creativity and the arts
- the [Minister for Skills and Science](#), whose responsibilities include apprenticeship and skill-building policy, youth and adult employability policy and delivery and digital inclusion
- the [Minister for Lifelong Learning and Welsh Language](#) whose responsibilities include; early years, foundation phase, youth work policy, [additional learning needs](#) and prisoner learning.

## Local authorities

Local authorities (LAs) in Wales provide a range of services to all children in their respective areas, including day care facilities for children under the age of five not yet at school and after-school or holiday care for school age children. LAs additionally have a statutory duty to tackle child poverty under the [Children and Families \(Wales\) Measure 2010](#).

LAs also have specific duties with regards to children in need in their respective areas, defined as children under the age of 18 who need LA services because of a disability – or in order to,

- achieve or maintain reasonable standards in their health and development
- to prevent harm to their health or development.

They have a duty to promote and protect the welfare of children in need in their area, and may give financial help in order to fulfil their duties.

## Children's Commissioner

The [Children's Commissioner for Wales](#) champions the rights of children and young people. In addition to monitoring the implementation of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and ensuring that children's rights are delivered by responding to proposed legislation by the UK Government and Welsh Government, the Commissioner is responsible for:

- monitoring the adoption of past recommendations by external bodies to ensure that they are fully implemented
- gathering the views of children and young people and using these to inform its work
- providing advice and support for children and young people who feel that they have been mistreated

supporting local authorities and the Welsh Government to identify and learn about wider child and youth policy issues.

### Children in Wales

The main actor from the non-public sector is [Children in Wales](#), the national umbrella organisation representing individuals and groups who work with children, young people and their families. The charity regularly organises conferences and events for its members, and provides training, support networks and research and information on a wide range of topics related to child policy. Its main aims are to:

- support the implementation of the UNCRC
- promote sustainable and good quality services for children and young people
- ensure that children in need and marginalised children are given special treatment and attention
- ensure that a voice is given to children and young people.

### Reporting requirements

The [Children and Families \(Wales\) Measure 2010](#) imposed a duty on Welsh Ministers and Local authorities (LAs) to publish a strategy to eradicate child poverty and to regularly report on the progress made against the objectives stated in the strategy. It also made the eradication of child poverty a required aim across all LAs and other public bodies in Wales. [Statutory guidance](#) on this duty has been issued to local authorities (annexed to the SPSF2 Guidance on the individual role public bodies).

The [Wellbeing of Future Generations \(Wales\) Act 2015](#) placed a duty on a number of public bodies to improve social, economic, environmental and cultural wellbeing in Wales. It outlines seven well-being goals, including the ambition to create a more equal society that enables individuals to fulfil their potential regardless of their background and encourages people to participate in the arts, sports and recreation. See '[Main concepts](#)' for further information.

The [Social Services and Well-being \(Wales\) Act 2014](#) provides a new legal framework which brings together and modernises social services law. The Act, in force from April 2016, imposes duties on local authorities, health boards and Welsh Government Ministers requiring them to promote the well-being of those who need care and support, and of carers who need support.

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 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 (SMC), responsible for monitoring progress towards improving social mobility in the UK and promoting social mobility in England. The SMC publishes an annual report, which details the progress made towards improving social mobility in England, Wales and Scotland.

Note: Most of the provisions of the [Child Poverty Act 2010](#) (establish of targets to reduce child poverty and reporting against them) were repealed by the [Welfare Reform and Work Act 2016](#).

### Cross-sectorial cooperation

See the information above under '[Governance](#)' for details.

## 4.3 Strategy for the social inclusion of young people

### Existence of a National Strategy on social inclusion

There is no single strategy for the social inclusion of young people in Wales. However, there are a number of strategies which alongside other areas promote social inclusion.

- [Youth Engagement and Progression Framework](#) (2013)
- [Child Poverty Strategy for Wales](#) (2015)
- [The National Youth Work Strategy for Wales](#) (2014-18).

Each is described below.

### Scope and contents

#### Youth Engagement and Progression Framework

Published by the Welsh Government in 2013, the [Youth Engagement and Progression Framework](#) lists actions in six areas most relevant to increasing youth engagement and progression, thereby lessening the number of young people (aged 11 to 25) who are not in education, employment or training (NEET):

- identifying young people who are most at risk of becoming disengaged
- improving the organisation and coordination of support
- improving the tracking of young people throughout education and support systems
- ensuring that the available support meets the needs of young people
- improving the skills and opportunities for employment
- strengthening the accountability systems linked to youth engagement.

The framework also establishes the right to a lead worker for individuals who are most at risk of disengaging and, through the 'Youth Guarantee', ensures that every young person has appropriate access to learning beyond the age of 16.

[Local authorities](#) (LAs) play a central role in the framework's implementation: they are expected to work closely with partners both in the public and private sectors to ensure that individuals at risk of becoming NEET, or individuals who are already NEET, are identified and given appropriate support.

A number of short, medium and long-term indicators were identified in order to analyse the framework's success and, since its launch, two evaluations of the work carried out by LAs and their partners have been carried out. These included interviews with national stakeholders and key members of staff in LAs, a survey of partners working with LAs across Wales and a case study of one approach to implementing the framework. A number of noteworthy challenges in successfully implementing the framework and recommendations for the Welsh Government and LAs to take forward were included at the end of each evaluation.

See also '[Preventing early leaving from education and training \(ELET\)](#)'.

#### Child Poverty Strategy

Published by the Welsh Government in 2015 in response to the [Children and Families \(Wales\) Measure \(2010\)](#), the [strategy](#)'s overall aim is to eradicate child poverty by 2020 alongside five other objectives:

1. reducing the number of families living in workless households
2. increase the skills of parents and young people living in low-income households
3. reduce the inequalities which exist in health, education and economic outcomes of children and families
4. create a strong economy and labour market which reduces poverty and in-work poverty
5. supporting households to increase their household income and address the poverty premium.

The strategy draws attention to the need for collaborative working between the Welsh Government and partners from the public and private sectors, in order for their targets to be met.

The strategy also lists 11 indicators to be used in measuring progress in reducing child poverty. The Welsh Government reported on these indicators as part of their Programme

for Government 2011-15 and as part of their annual report on the [Tackling Poverty Action Plan 2012-2016](#), which also includes a number of other indicators relating to poverty and the general population in Wales.

### **The National Youth Work Strategy for Wales**

Published by the Welsh Government in 2014, the [National Youth Work Strategy](#) aims to elevate the status of youth work as both a service and a profession. The plan also sets out how youth work can support the Welsh Government's priorities of narrowing the gap in educational achievement and reducing the number of young people who are not engaged in education, employment and training. The strategy strives to achieve four key outcomes:

1. ensuring that young people across Wales can continue to have access to diverse informal and non-formal learning opportunities, opportunities that stretch their horizons and help them grow in confidence
2. strengthening the relationship between youth work organisations in Wales and formal education on both a local and national basis; this includes seeing youth workers playing more of a formal role in supporting young people who are most at risk of disengaging with education and training
3. ensuring better co-ordinated and more consistent youth work offer to young people, with youth work organisations in the statutory and voluntary sector working together more effectively
4. demonstrating the impact and outcomes of youth work.

The Welsh Government, national and local voluntary organisations and local authorities are working together to implement the actions within the strategy and to drive youth work forward.

### **Responsible authority**

See the section on '[Governance](#)'.

### **Revisions/Updates**

The [Child Poverty Strategy \(2015\)](#) is an update of the Welsh Government's [Child Poverty Strategy for Wales](#), which was published in 2011 and covered the period 2011-14. The 2015 strategy reiterated the same objectives as its predecessor and renewed the target of eradicating child poverty by 2020.

## **4.4 Inclusive Programmes for Young People**

### **Programmes for vulnerable young people**

All of the strategies to reduce social inequality in Wales have an emphasis on supporting vulnerable young people. The education and youth justice systems both have a central role in fostering social inclusion as does the youth strategy. There are also a number of cultural programmes which focus on inclusion.

### **Equality and Inclusion Grant Programme**

The Welsh Government provides funding for third sector organisations under the [Equality and Inclusion Grant Programme](#) to support their work with disadvantaged groups and communities across Wales. Funding has in the past been awarded to groups working specifically with young people at risk of exclusion, disadvantage or discrimination; the projects due to be funded from September 2016 onwards will support Gypsy, Roma and Travellers, Migrants, Refugees and Asylum Seekers and tackling hate crime.

### **Youth justice system**

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

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), which are multi-disciplinary teams which work young people that get in trouble with the law
- local partnerships made up of partners from the police, probation, 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 only begins once the young person in question 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 council's local 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 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 in areas which may be sources of difficulty and concern for a young person, for example their progress at school, relations with their peers (including experience of 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 on 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 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.

## Youth work

The [National Youth Work Strategy for Wales 2014-2018](#) gives direction to those planning and delivering youth work and includes the following outcomes as aims:



- Youth work is available to all young people in Wales and acts as an effective preventative service, supporting young people's engagement and progression in education and training in preparation for employment and wider adult life.
- Open access provision is used effectively to engage young people and to direct them to more targeted support, where required.
- Youth work interacts effectively with formal education to support positive outcomes for young people and supports a sustained reduction in the numbers of young people not in education, training or employment.
- Statutory and voluntary youth work are aligned and presented to young people in a coherent offer.
- Youth work contributes to the Welsh Language Strategy *A Living Language 2012-17*, and creates opportunities for the use of Welsh in social settings.
- Youth work evidences how it supports cross-governmental priorities (including UNCRRC, education, health and well-being, tackling poverty).

[The Wales Charter for Youth Work](#) sets out the Welsh Government's minimum expectation for youth work to young people across Wales. The charter includes the aspiration that all young people will be entitled to easy access through the medium of English or Welsh to safe, warm, well-equipped meeting places providing opportunities for sustained relationships, exciting leisure-time activities in arts and sport, and new experiences which widen their horizons.

### Cultural programmes

A number of programmes also focus on eliminating barriers to social participation in culture: the Welsh Government recognises the power of the arts, heritage and culture in promoting social justice. These programmes are intended to have wide coverage, benefitting everyone in disadvantaged communities. However, they also specifically mention the importance of engaging vulnerable children and young people:

- the [Fusion Programme](#) is aimed at eliminating barriers to cultural participation, tackling poverty through culture and skill building, engagement, self-esteem and aspiration
- the [Transforming Futures](#) programme, developed by the National Museum Wales supports the participation of children, young people and families in poverty in cultural activities.

### Education

For inclusive programmes and initiatives in education and training, see the article on 'Social inclusion through education and training'.

### Funding

Please see each programme outline above.

### Quality assurance

As mentioned in their [Programme for Children and Young People \(2015\)](#), several indicators within the Programme for Government 2011-15 and [Well-being Monitor for Children and Young People](#) were used by the previous administration to measure the impact of their measures.

## 4.5 Initiatives promoting social inclusion and raising awareness

### Intercultural awareness

In 2009, the Welsh Government published *Getting on Together: a Community Cohesion Strategy for Wales*. The strategy is aimed at [local authorities](#) and their partners, supporting them to develop a strategic approach to strengthening community cohesion in their respective areas. Its vision for the country is one which 'value[s] diversity and [in which] different groups live alongside each other in harmony'. Alongside the main



strategy document, the Welsh Government published several yearly action plans, outlining its approach to encouraging integration, an appreciation of difference and a focus on the values that individuals from different backgrounds share. The most recent of these, [Community Cohesion National Delivery Plan 2016-17](#), includes preventative work to tackle hate crime, developing information for public dissemination about under-represented communities in Wales and supporting positive community relations. Although neither the strategy nor its associated action plans are aimed specifically at children and young people, they recognise that working with schools and other education-related bodies is important.

The 2010 guidance document [Unity and Diversity](#), aimed at public and private bodies in Wales with an interest in education, provides best practice advice in promoting race equality and ethnic, cultural, linguistic and religious diversity. In relation to diversity, the guidance highlights opportunities in the school curriculum for "every learner [to] develop a sense of personal and cultural identity that is receptive and respectful towards others".

## Young people's rights

### Children and young people's rights

The Welsh Government works closely with young people, local authorities and non-governmental organisations while developing policies to ensure that the principles of the [United Nations Convention on the Rights of the Child](#) (UNCRC) are adhered to. The Welsh Government website [Children's Rights Wales](#) also provides resources on the UNCRC for young people under the age of 18 and individuals working with young people.

The [Children's Commissioner for Wales](#) champions and raises awareness about the rights of children and young people, as outlined in the article on 'Administration and Governance'. In addition to running campaigns and visiting schools and young people's groups across Wales, the Commissioner recruits volunteers at [primary school level](#) and [above](#) to promote children's rights and the Commissioner's work in local communities.

### Human rights

There are a number of pieces of legislation setting out rights; covering 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](#) harmonises and 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', 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. 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 [Counter Terrorism and Security Act 2015](#) made the [Prevent Duty](#) a statutory duty for all 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. This UK-wide duty has three 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 are risks of radicalisation.

Prevent is one of four strands of [CONTEST](#), which is the UK Government's 2011 counter-terrorism strategy. Specific guidance related to Prevent for [early years providers and schools](#), [further education institutions](#) and [higher education institutions](#) is available. Furthermore, a [Prevent e-learning training package](#) and [PREVENT training courses](#) are available.

Following the introduction of the Prevent Duty, the Welsh Education inspectorate, [Estyn](#), has had to assess the arrangements schools have in place both to promote pupil welfare and prevent radicalisation and extremism. More information can be found in the document [Supplementary guidance: inspecting safeguarding in schools and PRUs](#) (2015).

[Channel](#) is a police-led multi-agency approach, within the PREVENT strategy, to protect people at risk from 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.

### **Wales specific guidance on Prevent**

Following the announcement of the Prevent Duty, in 2016 the Welsh Government published an updated guidance document entitled [Respect and Resilience - Developing Community Cohesion](#), intended to accompany [Getting on Together - a Community Cohesion Strategy for Wales](#). The refreshed guidance provides supplementary information in the context of the Prevent Duty for local authorities, schools, and other public bodies involved in education. It also includes a self-assessment tool which is aimed at helping the latter to ensure that they are able to meet the legal requirements of the [Counter Terrorism and Security Act 2015](#). The guidance highlights the importance of schools' "[creating] safe learning environments so that learners can develop understanding, awareness and resilience".

## **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. [Guidance](#) for LAs can be found on the Welsh Government website. 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 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 and 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 years of age 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 will change with the introduction of the Youth Obligation; see below for further 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 for 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'.

## Social services

[Local authorities](#) are responsible for delivering social services for young people. The relevant strategies and initiatives are described throughout this chapter.

## Health care

Treatment through the NHS in Wales is free at the point of delivery for all individuals, regardless of their age, although patients may be required to pay for subsequent treatments (including dental care and prescriptions, for example) depending on their age or financial situation.

Young people under the age of 16 or between the ages of 16 and 18 who are in full-time education are entitled to a free eye test. Young People under the age of 25 are entitled to free dental examinations. Full details of the [entitlement](#) are available.

In 2008, the Welsh Government published a set of [standards](#) used to plan and deliver effective young people's healthcare services. The five standards are:

1. access to healthcare services
2. the resourcing of healthcare services
3. communication
4. the patient experience
5. the evidence base and professional training.

Each standard includes a related set of actions for key partners to achieve, alongside a timeline within which they must achieve it.

## Mental health

[CAMHS](#) (child and adolescent mental health services) are the NHS services that work with children and young people who have 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 attention deficit hyperactivity disorder (ADHD), anxiety, autism, behavioural problems, bullying, depression, eating disorders, obsessive compulsive disorder,

psychotic disorders, including schizophrenia, and substance abuse. CAMHS are locally organised.

In 2010, the Welsh Government published *Breaking the Barriers: Meeting the Challenges. Better Support for Children and Young People with Emotional Wellbeing and Mental Health Needs*. This outlined its efforts, alongside relevant partners, to deliver safe, comprehensive, effective and efficient support for children with emotional wellbeing and mental health needs.

In 2012, the Welsh Government launched *Together for Mental Health*, its all-age ten-year strategy for promoting better mental wellbeing. The programme's [second delivery plan](#) (spanning 2016-19), contains a number of priority areas, of which 5, 6 and 7 focus specifically on supporting children and young people.

Moreover, the [Together for Children and Young People Programme](#) was launched in 2015 to improve the mental and emotional health services for children and young people in Wales. The programme, led by NHS Wales, aims to provide improved support for children and families through new ways of working. Further information can be found in the scheme's *Framework for Action* (NHS Wales, 2015). Related to this, the Welsh Government produced [guidance](#) in 2016 aimed at ensuring that children and young people who are experiencing mental health or emotional problems receive the most appropriate treatment. The guidance outlines how CAMHS services and counselling services can work together in the most collaborative and effective manner possible.

See also '[Mental health](#)' in the 'Health and Well-being' chapter.

### Financial services

The Welsh Government's [Financial Inclusion Strategy](#), published in 2016, is explicitly linked to the *Tackling Child Poverty Strategy*. Although the strategy is not aimed at any particular group in Wales, it mentions several specific responsibilities and measures aimed at avoiding financial exclusion in young people, including:

- local authorities have an important role to play in the delivery of financial education in schools to ensure young people have a good understanding of personal finance issues before they leave school
- financial literacy has been embedded within the [National Literacy and Numeracy Framework](#) (Learning Wales, 2014) in the Welsh curriculum, in order to help children and young people make informed decisions about money during their adult lives
- credit unions are involved with savings schemes with schools, allowing children and young people to save regularly through facilities offered at their school
- several banks in Wales have launched programmes aimed at increasing financial literacy, including the financial literacy of vulnerable young people.

### Access to allowances and credit

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 to 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 you cannot usually be legally held to a contract you make when under 18. 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, which will merge the functions of the MAS with the Pensions Advisory services and Pension Wise.

MAS brought together a large number 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 and handle periods of financial difficulty.

The strategy focuses 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 well-being. 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 supporting 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, 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 financial regulatory body in the United Kingdom, but operates independently of the UK government, and is financed by charging fees to members of the financial services industry. It publishes a series of discussion papers on specific issues relevant to the FCA's work. Two of these papers, although not focused on young people, are nonetheless relevant:

- [Access to Financial Services in the UK](#) discusses the barriers people face in accessing financial services
- [Consumer Vulnerability](#) 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**

The [National Youth Work Strategy for Wales 2014-18 \(2014\)](#) outlines the Welsh Government's approach to youth work and the key role it can play in encouraging social inclusion - particularly in reducing the educational achievement gap between young people from different socio-economic backgrounds and in reducing the number of young people not in education, employment or training (NEET). It outlines six strategic outcomes for the Welsh Government and its partners to deliver, the second of which focuses on young people at risk of social exclusion:



- ensuring that youth work is available to all young people in Wales, supporting their engagement and progression through education and training as they prepare for employment and adult life
- young people requiring more targeted support are effectively engaged and signposted to appropriate activities and programmes
- youth work provision interacts effectively with formal education providers to support positive outcomes for young people and reduce NEET numbers
- voluntary and statutory youth work provision is aligned
- youth work provision contributes to the Welsh Language strategy and creates opportunities for the use of Welsh in social settings
- youth work provision is able to evidence how it supports cross-governmental priorities.

The main partners mentioned in the strategy include [local authorities](#) (LAs) and voluntary organisations. It should be noted that LAs have a legal duty under the [Learning and Skills Act 2000](#) to provide, secure the provision of, or participate in, the provision of youth support services.

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

An annual statistical compilation provides detailed information about statutory sector Youth Work Provision in Wales. It includes information about projects that were running across Wales, including projects which focused on: alternative curriculum provision; NEETs; disabilities; young offenders; and minority groups. The most recent [edition](#), for 2015-2016, was published in October 2016.

The following is a list of voluntary youth work organisations that have social inclusion as a focus. Note that the list is not exhaustive: there are many other organisations active in youth work and young people's non-formal learning in Wales; not all of have a specific strategic focus on social inclusion.

- [Community Music Wales](#) empowers disadvantaged individuals and groups by enabling them to participate in creativity and art
- [YMCA Cardiff](#) motivates and empowers individuals who are disadvantaged through social, economic or emotional deprivation factors by supporting them to participate in social programmes
- [Arts Factory](#) creates life-changing opportunities for marginalised individuals
- the [Ethnic Youth Support Team](#) supports black and minority ethnic individuals in education, employment, health, housing and community safety
- [Media Academy Cardiff](#) provides alternative education programmes for students under the age of 16 and supports NEETs to achieve qualifications
- [Ministry of Life](#) engages individuals who are 'hard to reach', including NEETs and the Roma population
- [Urban Circle](#) supports and empowers individuals to develop team skills while raising their aspirations, increasing civic pride and reducing social exclusion
- [Valleys Kids](#) works with disadvantaged children and their families by enabling them to broaden their experiences, broaden their horizons and achieve their potential.

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

The majority of public funding allocated to youth work organisations in Wales is administered by local authorities (LAs), through the Revenue Support Grant (RSG). Further information about [funding](#) is available.

The Welsh Government also directly supports a number of schemes through the allocation of specific grants:

- Youth Work Strategy Support Grant (£2.756million). This grant is distributed across the 22 local authorities via a needs-based formula.



- [National Voluntary Youth Organisation Grant](#) (£654k). This is a competitive grant that provides national voluntary youth organisations the opportunity to apply for core and project funding.
- Council for Wales Voluntary Youth Service (CWVYS) Grant (£105k). This grant provides core funding to enable CWVYS to represent, support and give a collective voice to its membership of national and local voluntary youth organisations.
- [ETS Wales](#) (£35k). This grant provides core funding to enable ETS to professionally endorse programmes of training for Youth Workers.

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

The training on offer for youth workers is specific to the role of a youth worker. No courses focus solely on social inclusion, however they all include an element of it.

[ETS Wales](#) ensures that training programmes for youth workers are of a high standard and are relevant to the needs of young people, youth workers and their employers. ETS Wales carries out its work on behalf of the [Joint Negotiating Committee \(JNC\) for Youth and Community Workers](#), which itself sets the national frameworks used to grade and pay all youth work positions.

Two levels of JNC approved training are currently available ([full details](#)):

- youth support workers; delivered by local authorities and resulting in a Level 2 or 3 qualification on the Credit and Qualifications Framework for Wales (CQFW)
- professionally qualified youth workers - delivered by five universities across Wales and resulting in a Level 6 or 7 qualifications on the CQFW.

Further information about the CQFW is available in the article entitled '[National Qualifications Framework](#)' in Eurydice's national education systems description of [Wales](#).

Moreover, members of the CWVYS are able to access training and development opportunities for their staff and volunteers. A number of best practice guides for youth workers are available on the [CWVYS website](#).

Note that since the passing of the Education Workforce Council (Registration of Youth Workers, Youth Support Workers and Work Based Learning Practitioner) Order 2016, individuals working in aspects of youth work in Wales, including on behalf of a local authority, school or charity, must be registered with the General Teaching Council for Wales.

### Financial support

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

### Quality assurance

[The Quality Mark for Youth Work in Wales](#) provides a robust, independent, external assessment of the quality and performance of organisations that deliver youth work.

The Quality Mark can be used for self-assessment, to plan for improvement and to gain the nationally recognised Quality Mark. It consists of two distinct elements:

1. Quality Standards for Youth Work - a set of Indicators and Quality Standards that organisations can use to self-assess the quality and impact of their work with young people and develop plans for improvement.
2. A Quality Mark - a nationally recognised quality mark that organisations can apply for by developing a self-assessment and portfolio of evidence which is externally assessed.

The Quality Mark consists of:

- three levels - Bronze, Silver and Gold

- four Quality Standards within each level
- quality standards comprising three associated indicators.

The Quality Mark is suitable for any organisation that delivers youth work.

[Atkin Associates](#) has been commissioned by the Welsh Government to deliver the Quality Mark.

[The Wales Charter for Youth Work](#) was been developed by the Welsh Government and stakeholders to ensure a national approach to Youth Work. The new Charter was launched February 2016. It outlines the minimum expectations for youth work to deliver for young people, including ensuring that they have access through English or Welsh to the following:

- safe, warm, well-equipped meeting places providing opportunities for [...] new experiences which widen their horizons
- opportunities to take part in residential, outdoor and international experiences
- opportunities to participate in decision-making
- information, guidance and support about employment, housing and well-being
- encouragement to learn more about their own and others' cultures
- co-ordinated provision in all secondary schools and colleges, enriching the formal curriculum
- opportunities to be civic activists
- recognition and/or accreditation for their achievements.

## **4.8 Current Debates and Reforms**

Reforms relating to policies aimed at fostering social inclusion are described in the relevant articles.

## **5. Participation**

Welsh Government policy has favoured the reduction of the voting age to 16 for several years, but it has only been through the passing of the [Wales Act 2017](#), that it has been in a position to implement this. A consultation on democracy, elections and voting closed on 10 October 2017 and included the issue of lowering the voting age.

The rights-based approach to children and young people's issues which is adopted in Wales is particularly evident in this chapter. Topics covered include the range of national and local participation mechanisms which exist and the educational and informal initiatives which aim to foster participation. The subject of reintroducing a Youth Assembly for Wales has been gaining momentum.

### **5.1 General context**

#### **Main concepts**

The Welsh Government (WG) has formally adopted the United Nations Convention on the Rights of the Child (UNCRC) as the basis of all its work with and for children and young people. Article 12 of the UNCRC sets out the right of children and young people to express an opinion and to have that opinion taken into account on any matter that affects them.

In 2004, the Participation Project in the Welsh Assembly Government ran a competition to produce a national definition of participation that would be easy to understand for adults and young people. The winning definition was:

Participation means that it is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice

This was the definition used in a research report commissioned by the Welsh Assembly Government and published in 2010 entitled *Children and Young People's Participation in Wales*.

Regarding the participation of young people, the *National Youth Work Strategy for Wales 2014-2018* states:

Youth work practice is committed to a participative way of working which encourages and enables young people to share responsibility and become equal partners in the learning processes and decision making. Youth work recognises that young people have rights and works in a rights-based way, but also recognises that young people have responsibilities and requirements placed upon them (p.7).

The strategy also recognises that there are many outcomes that result from young people participating in youth work which can be identified under the three themes of active participation; wider skills development; and enhanced emotional competence. The stated outcomes related to active participation are as follows:

- young people enjoy and achieve
- young people make a positive contribution
- young people have a voice
- young people have the right to have their voice heard and opinion taken account of.

[The Wales Charter for Youth Work](#) sets out the Welsh Government's minimum expectation for youth work to young people across Wales. It states that all young people will be entitled to easy access through the medium of English or Welsh to opportunities to participate in decision-making via informal and formal structures for youth engagement locally and nationally and to opportunities to be civic activists.

### **Institutions of representative democracy**

Wales is a constituent part of the United Kingdom of Great Britain (Scotland, England and Wales) and Northern Ireland. The United Kingdom is a constitutional monarchy and the Sovereign is head of state and head of government.

The power to make and pass legislation on what are termed 'reserved' matters (such as defence and foreign policy) belongs to the [UK Parliament](#). The UK 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), 40 of whom represent Welsh 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 Wales being allocated 29 seats out of these. More information can be found on the Boundary Commission for Wales [website](#).

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 the closed party list system is used to elect Members of the European Parliament.

Certain powers and responsibilities have been devolved to elected bodies in Wales. In 1999, a new National Assembly was established as a single corporate body under which the executive (the Government) and the legislature (the Assembly) operated. Since 2006, there have been separate bodies, the National Assembly for Wales and the Welsh Assembly Government. While Welsh Assembly Government remains the statutory name, since May 2011 this body has been known as the Welsh Government.

These two bodies have legislative and executive responsibility respectively for a wide range of devolved matters, including youth services, education, training, sport and recreation and local government.

The [National Assembly for Wales](#) is a body of 60 elected Members:

- 40 Assembly Members (AMs) represent the constituencies of Wales - the local areas. They are elected by the first-past-the-post system, where the candidate with the greatest number of votes wins.
- 20 Assembly Members represent the five regions of Wales. They are elected by a form of proportional representation through regional lists.

Elections take place every five years. The last election was held on 5 May 2016.

At local government level, Wales is divided into 22 principal areas, the elected councils of which are responsible for the provision of all local government services, including education. They are collectively known as 'local authorities'. The members of each local council, who must be aged 18 or over, are normally elected every four years, by the first-past-the-post system. The last elections were held in 2017 (rather than 2016), in order to avoid a clash with the 2016 National Assembly elections.

Voting, which is not compulsory, takes place by secret ballot at polling stations, by post or by proxy.

Further information on the systems of voting in use can be found on the [Electoral Commission's](#) website.

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

### **Young people as voters**

#### **Voting age**

The voting age for European Parliament, UK Parliament, National Assembly and local elections in Wales is currently 18. This is also the case for referendums. To be eligible to vote, people must register. They may do this at age 16 or over and registration can be done [online](#). There are no special provisions in the electoral rules for young people or specific groups of young people.

Note: The [Wales Act 2017](#) may change the current voting age, as it gives the National Assembly for Wales the power to lower the voting age for Assembly and local elections. In July 2017, the Welsh Government [launched](#) a 12 week consultation on a number of issues relating to voting, including: proposals to extend the franchise to 16- and 17-year-olds for local council elections; modernising the voting system by allowing electronic voting both at polling stations and remotely; and giving local councils the opportunity to choose whether their councillors are elected through the first-past-the-post or single transferable vote system. Further details can be found on the Welsh Government consultations [webpages](#).

#### **Turnout in recent elections**

**Extending the law-making powers of the National Assembly for Wales referendum** The Electoral Commission's [report](#) on the 2011 referendum on extending the law-making powers of the National Assembly for Wales gave overall turnout as 35.6 per cent. Public opinion research conducted by the Electoral Commission immediately after the referendum provided it with self-reported turnout according to age, as shown in the table below.

Age range	Turnout (per cent)
18-24	39
25-34	45
35-44	46
45-54	61

55-64	73
65+	81

**European Parliament election** [Data](#) from the Electoral Commission show that the overall turnout in the 2014 European Parliament election was 32.1 per cent in Wales (UK 35.6 per cent). No age breakdown is available.

**Welsh Assembly election** According to a [report](#) from the Electoral Commission, overall turnout in the 2016 Welsh Assembly election was 46.1 per cent in the constituency election and 46.0 per cent in the regional election. No age breakdown is available.

**EU membership referendum** According to the Electoral Commission, overall turnout in [Wales](#) in the referendum held on 23 June 2016 on membership of the European Union was 71.7 per cent, compared to 72.2 per cent for the UK overall. There was no breakdown shown by age, though it was widely [reported](#) in the media that the turnout for 18-24-year-olds, in the UK overall, was 64 per cent.

**Local government election** [Research](#) published by the Electoral Commission on the 2017 local elections in Wales, overall turnout in contested seats was 42 per cent. No age breakdown is available. per cent

**UK general election** In the 2017 UK general election, according to research conducted by [Ipsos MORI](#), an estimated 71 per cent of those aged 65+ turned out to vote, whilst for those aged under 25 years turnout was 54 per cent, with overall turnout for the UK at 63 per cent. The [overall turnout](#) in Wales was 68/6 per cent. per cent per cent per cent per cent

### 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. Most of the major political parties have youth wings and/or special membership categories for young people. All members of Plaid Cymru who are 30 or under have membership of the party's youth movement, [Plaid Ifanc Youth](#).

According to data quoted in the House of Commons Library briefing paper [Membership of UK Political Parties](#), between April 2004 and April 2013, 26% of those sampled who were under 35 stated support for a given political party, compared to 34% in the 35-54 age group and 39% in the 55+ age group.

Candidates for European and UK Parliamentary elections, National Assembly (for both constituency and regional candidates) and local elections must be 18 years old or over. There are no quotas for young people.

Of the Members elected to the UK Parliament in [2015](#), 53% (343) were aged over 50. The number of MPs aged under 30 was 13 (2.0%).

There is no information available on the age composition of the National Assembly for Wales.

There are no functions reserved for young people in either the UK Parliament or the National Assembly for Wales.

Further information on standing for election to the National Assembly is available from the [Electoral Commission](#).

The 2014 [report](#) of the Expert Panel on Diversity in Local Government, which was set up by the Minister for Local Government in 2013 to consider how to encourage greater diversity in local government, established that the average age of Welsh councillors was 60 years old, with just 6.8% aged 39 or under:

Age range	%
18-29	2.1
30-39	4.7
40-49	11.3
50-59	25.4
60-69	38.8
70-79	17.0
80+	1.0

### 5.3 Youth representation bodies

#### Youth parliament

Currently, there is no Youth Parliament in Wales. However, following a period of [consultation](#) in 2017, the National Assembly for Wales is now analysing the responses it received about establishing a Youth Parliament for Wales. See '[Current debates and reforms](#)' for further information; additionally, updates about the Youth Parliament can be found [here](#).

**Note:** 'Funky Dragon' was set up as a charity in 2004 as a peer-led assembly for children and young people aged 11-25. In 2013, it lost its core funding from the Welsh Government and it ceased to be operational on 30th October 2014

Wales has a representation of 24 Members in the UK Youth Parliament ([UKYP](#)), a UK-wide initiative run by the British Youth Council ([BYC](#)) in partnership with Children in Wales ([CiW](#)). Children in Wales is the national umbrella membership body for organisations and individuals who work with children, young people and their families. Through its youth participation project, [Young Wales](#), it is funded to facilitate Welsh participation in the UKYP.

All Members of the Youth Parliament 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.

On 20 January 2016, the Minister for Civil Society [announced](#) 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

Youth Forums are groups representing the voice of young people at the local level. They meet with their local authority (LA) to discuss issues which impact on the lives of young people, and to bring about change. LAs are responsible for deciding how their forum works; no central guidance is provided. [Young Wales](#) provides links to all of the youth forums across Wales.

Some LAs also have a Youth Cabinet, composed of Youth Councillors, elected either by peers or from the Youth Forum, The Youth Cabinet may elect a Youth Mayor. The Youth Cabinet offers young people aged 11-25 challenging opportunities for participation and



consultation, involvement in decision-making and volunteering with the aim of improving their community and the lives of those who live there.

See '[Formal mechanisms of consultation](#)' for more information on representative bodies at local level.

### Higher education student union(s)

[NUS Wales](#) (National Union of Students Wales) was established in 1974 and is a confederation of students' unions, representing over a quarter of a million students from both the higher and further education sectors.

NUS Wales is an autonomous 'special region' of NUS UK (see this [subheading](#) in the description for England), setting its own policy, electing its own Executive Committee at its annual conference, and campaigning on the issues that affect students studying in Wales.

In addition to three full-time officers (President, Deputy President and Women's Officer), there are five autonomous Liberation Campaign officers who are supported by their committees:

- NUS Wales Black Students' Officer
- NUS Wales LGBT+ Officer (Women's place)
- NUS Wales LGBT+ Officer (Open place)
- NUS Wales Students with Disabilities' Officer
- NUS Wales Welsh Language Officer.

The term of office for all elected officer is one year, to a maximum of two years.

NUS Wales' budget for the year is decided at NUS UK's Annual Conference but the Welsh Executive Committee retains control over expenditure. The finances and staff of NUS Wales are managed by the Director of NUS Wales who also serves as a member of the management team of NUS UK.

### School student union(s)

There is no top-level body representing secondary school students. It is Welsh Government policy to encourage schools to involve students in the life of the school and school (or pupil) councils are a statutory requirement (see '[Non-formal and informal learning](#)' in "Learning to participate" through formal, non-formal and informal learning'). These councils are not, however, organised into networks or an umbrella organisation.

### Other bodies

The British Youth Council ([BYC](#)) is an independent UK-wide 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. 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, which includes the UK Youth Parliament (see [Youth parliament](#)).

The [Youth Select Committee](#), in which young people hold inquiries into issues that they care about to influence policies, forms part of the Youth Voice programme run by the BYC and includes one elected representative for Wales.

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

### **Formal Mechanisms of Consultation**

Active participation is a key expected outcome that young people can achieve when taking part in youth work, according to the [National Youth Work Strategy for Wales 2014-2018](#) (Welsh Government, 2014).

Youth work is provided through both the voluntary and [local authority](#) sectors and through a variety of youth work settings and methods, including youth forums and youth councils, and gives opportunities for young people to be involved in decision-making processes. *Youth Work in Wales Principles and Purposes* (Youth Work in Wales Review Group, 2013) states that youth work supports young people to be able to understand and exercise their rights, recognise the importance of sustainable development and equip young people with the knowledge and skills to play their part in shaping the future and encourages young people as local, national and global citizens to exercise their responsibilities.

Youth work offers young people opportunities for learning that are participative: it encouraging and supporting young people to become partners in, and share responsibility for, the opportunities, learning processes and decision-making structures which affect their own and other people's lives and environments.

### National mechanisms

The [Rights of Children and Young Persons \(Wales\) Measure 2011](#) places a duty on Welsh Ministers to have due regard to the United Nations Convention on the Rights of the Child (UNCRC). Article 12 of the UNCRC relates to children and young people's right to participate and have a say when adults are making decisions that affect them, and have their opinions taken into account.

The Welsh Government's [Programme for Children and Young People](#) sets out the 7 Core Aims for the safety and well-being of children and young people in line with the United Nations Convention on the Rights of the Child (UNCRC) and forms the basis for decisions on priorities and objectives nationally. Core Aim 5 (participation in decision making) describes the rationale, key programmes and policies behind giving all children and young people in Wales a voice.

The main national mechanism for enabling the participation of young people is the [Young Wales](#) project, which is funded by Welsh Government and facilitated by [Children in Wales](#). Young Wales is the national participation platform which focuses on gathering the opinions of children and young people to inform Welsh Government legislation, policy and programmes. Young Wales provides young people as individuals, as well as through schools, youth forums and national organisations, with opportunities to share their opinions, activities and ideas.

Young Wales and their partners work with a wide range of marginalised groups, such as [looked after children](#), young carers, disabled groups and travellers. In addition, regional workers are linked into mainstream areas of provision for young people, including youth forums, primary and secondary schools. Young Wales includes a [digital participation hub](#) which highlights core participation services and materials, and maintain links to all 22 of the local authority youth forums.

### Local mechanisms

Section 12 of the [Children and Families \(Wales\) Measure 2010](#) places a statutory duty on local authorities to make arrangements to promote and facilitate participation by children and young people in the decisions which might affect them and to publish information about these arrangements. This is to ensure children and young people have opportunities for their views to be heard and to be involved in decisions which affect their lives at the local level, in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) (see above).

Participation guidance is issued under section 17 of the [Children and Families \(Wales\) Measure 2010](#). The Statutory Guidance for Children and Young People Participation is published in an annex to the third part (SPSF3) of [Shared Purpose – Shared Future: Statutory Guidance](#) on the [Well-being of Future Generations \(Wales\) Act 2015](#).

To meet the statutory requirements, local authorities are expected to work with relevant partners to do the following:

- Promote and facilitate children and young people's participation within the broad context of the UNCRC, as part of their policies, services and wider citizen engagement. Local authorities are expected to make sure as many children and young people as possible are aware of their rights as set out in the UNCRC - including their right to participate and for their opinion to be heard, and to be involved in decision-making about policies and services which affect their lives.
- Embed children and young people's participation into all aspects of planning, delivering and reviewing services. This includes the assessment of local well-being, the local well-being plan and relevant sub plans.
- Adopt the (refreshed) [National Participation Standards](#). Support for the National Participation Standards reinforces the commitment to children's rights in Wales and there are many examples of good practice by organisations which have adopted the standards as a means of ensuring participation happens meaningfully and effectively. The expectation is that all local authorities will adopt the Standards as part of efforts to meet their statutory duty regarding participation of children and young people.
- Publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice - for instance through websites and newsletters as well as social media and linking in/working with [Young Wales](#). Children and young people themselves can be actively involved in raising awareness of the importance of participation. The Welsh Government has many resources which can support this and can be adapted to suit local needs.
- Ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up-to-date, relevant and accessible in terms of language and format.
- Ensure a range of opportunities and the appropriate required support are provided for effective participation. The opportunities for children and young people as individuals to participate should be integrated into day to day services as well as specific participation structures - such as forums for children, forums for young people, or groups/forums which represent children and young people who are marginalised, vulnerable or have a special interest in a particular issue. These forums and groups have an important role in supporting children and young people to have a voice and to access their rights as set out in the UNCRC.
- Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their local authority and represent those views to local and national decision-making bodies. They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people. For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this. They should be informed and linked to their local democratic structures. They will also need to be effectively linked into national participation structures such as Young Wales, the Children's Commissioner for Wales and the National Assembly for Wales.
- Give due consideration to the Welsh language in the promotion and facilitation of participation and as part of preparing the local wellbeing plan, reflecting its official status in Wales and the national well-being goal of 'a thriving Welsh language'.

Youth Forums are a group of young people who represent the voice of young people at the local level. They meet with their local authority to discuss issues which impact on the lives of young people, and to bring about change. LAs are responsible for deciding how their forum works; no central guidance is provided. Young Wales provides [links](#) to all of the youth forums across Wales.

The [Boys' and Girls' Clubs of Wales](#), based in Cardiff, aims through one of its main projects to involve underrepresented youth in traditional forums in structured dialogue

with politicians from different tiers of decision making. In 2016, they hosted an event named 'Not the Usual Hustings' in the run up to the Welsh Assembly election, with an audience of 100 first time voters aged between 16 and 25 from across Wales. The project is funded by Erasmus+; further information can be found about it on the [Erasmus+ website](#).

There are seven national [participation standards](#) that organisations working with children and young people are expected to meet. These standards, listed below, are intended to promote participation by children and young people in making decisions, planning and reviewing any action that will affect them – and to ensure children and young people have a positive experience of such participation:

- Information - You have the right to information that is easy to understand and allows you to make an informed decision.
- It's Your Choice - You have the right to choose to be involved and work on things that are important to you.
- No Discrimination - Children and young people are all different and have the right to be treated fairly.
- Respect - You have the right to have a say. Your opinions are important and will be respected.
- You get something out of it - You have the right to learn and be the best you can be. You will have opportunities to work with others and make a difference. We want you to be involved in positive experiences.
- Feedback - You have the right to know what differences you have made and how your ideas have been listened to.
- Working better for you - Those who make decisions that affect children and young people should put children's rights at the centre of everything they do.

The standards, developed originally by the Participation Unit, have been refreshed by a partnership between Youth Forum workers and [Young Wales](#), informed by consultations with young people. A [Participation Standards Self-Assessment](#) pack was published to accompany the original standards and is due to be revised.

Consultations may take place through the representative bodies dealt with in '[Youth representation bodies](#)', but a variety of other methods is also used. These include 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.

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

## Actors

The Welsh Government, local authorities, and young people themselves are involved in the youth consultation process. Moreover, one of fundamental principles of the [Well-being of Future Generations \(Wales\) Act 2015](#) is that all public bodies will enable involvement and participation. Many of the key actors are described above in the section on '[Formal Mechanisms of Consultation](#)'.

## Information on the extent of youth participation

There is no regulation and systematic collection of data on levels of young people's participation in policy making. However, during 2014, Welsh Government officials visited all 22 local authorities to understand how the duty to promote and facilitate the participation of children and young people in decision making was being discharged. They have since published a [report](#) sharing some of the good practice seen on these visits. There will be further visits during 2016/17.

The most comprehensive survey of young people was carried out from November 2014 to June 2015, by the National Assembly for Wales. It consulted in schools, colleges, universities and youth groups all across Wales to create a national conversation about young people's thoughts on lowering the voting age to 16. Over 10,300 young people

took part, according to the consultation [report](#). In 2015/16, over 12,000 young people contributed directly to a variety of National Assembly for Wales Committee Inquiries.

## Outcomes

The views of children and young people are actively sought for policy making at the national and local level in Wales.

The Welsh Government's *Children and Young People's Wellbeing Monitor for Wales* provides a multi-dimensional picture of children and young people's wellbeing (aged 0 to 25) in Wales using a variety of wellbeing indicators and other statistical and research sources and is an important resource for those working on policy and programme development. One of the chapters looks at participation in decision-making and expression of identity.

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.

Information given on the Welsh Government [website](#) says that following a consultation, 'we then publish a summary of responses, or the individual responses themselves, on our website and hold copies in our library (these are made anonymous when requested). Alongside this, we also publish details of how the consultation is being taken forward.'

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

See 'Skype the Speaker' in 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 national strategy to increase young people's political and civil society participation.

The [National Youth Work Strategy](#) (Welsh Government, 2014) recognises that there are many outcomes that young people can achieve when participating in youth work, including active participation:

- young people enjoy and achieve
- young people make a positive contribution
- young people have a voice
- young people have the right to have their voice heard and opinion taken account of.

The [Wales Charter for Youth Work](#) sets out the Welsh Government's minimum expectation for youth work to young people across Wales. It states that all young people will be entitled to easy access through the medium of English or Welsh to opportunities to participate in decision-making via informal and formal structures for youth engagement locally and nationally and to opportunities to be civic activists.

### 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 top-level policy framework specifically focusing on the functioning and development of youth organisations.

The framework for the operation of voluntary youth organisations and their relationship with the Welsh government is governed by the overall framework of the [Third Sector \[voluntary sector\] Scheme](#). This is a statutory requirement of the [Government of Wales Act 2006](#) and puts a duty on the Welsh Government to set out how it will promote the interest of Third Sector organisations. The Third Sector scheme offers the opportunity for organisations to put their views to the Welsh Government. It sets out how Government and the Third Sector will work together and communicate with one another.

The principles of the scheme include:

- The Welsh Government is committed to recognising and promoting the Third Sector.
- The relationship between the Welsh Government and the Third Sector rests upon integrity, trust and mutual respect.
- The Welsh Government recognises the need to work in partnership with the Third Sector as well as with other public services and bodies, based on an appreciation of each party's distinctive contribution.
- The Welsh Government expects the Third Sector to recognise the primacy of Welsh Ministers in formulating policy and legislation.
- The Welsh Government recognises that Third Sector organisations are independent bodies which determine their own priorities and manage their own affairs, and that the Third Sector has an obligation to represent the interests of its constituents.

On the basis of this mutual understanding of each other's roles, it is recognised that the Third Sector is a key partner in formulating and delivering many aspects of public policy, and as such it should develop strong partnerships with both national and local government.

The [National Youth Work Strategy](#) (Welsh Government, 2014) supports effective collaboration between Third Sector and statutory youth work organisations. Local authorities are expected to work collaboratively with Third Sector organisations to help ensure that youth work provision meets local needs and that best use is being made of available resources. It states:

Locally the challenge is for the statutory and voluntary youth work sector (including national voluntary youth work organisations and uniformed youth services) to work collaboratively, developing appropriate means to share information and support mutual capacity for quality delivery. The outcome of strengthened relationships should be reduced duplication and more resilient services built and delivered around the needs of young people (pp 11-12).

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



## Public financial support

In 2017/18, youth services received the following Welsh Government funding:

- Welsh Local Government Revenue Settlement for Youth Services Grant. This is an un-hypothecated grant (meaning that local authorities are free to decide how this funding is utilised to best meet their local needs and priorities) and is not designed to be prescriptive or a target for local authorities to meet.
- Youth Work Strategy Support Grant (£). This grant is distributed across the 22 local authorities through a needs-based formula designed to be unbiased by local decisions.
- National Voluntary Youth Organisation Grant (£). This is a competitive grant that provides national voluntary youth organisations the opportunity to apply for core and project funding. In August 2017, the Cabinet Secretary for Education agreed a two-year funding round for the grant.

The Welsh Government also funds the GwirVol Youth Volunteering Programme, administered on its behalf by the Wales Council for Voluntary Action ([WCVA](#)). [GwirVol](#) aims to increase the number and accessibility of quality volunteering opportunities for young people aged 14-25 to ensure they get the most from their volunteering experience.

## Initiatives to increase the diversity of participants

One of the core aims of Gwirvol, which receives funding from the Welsh Government (see 'Public financial support' above) is to 'increase the number and the diversity of young people volunteering in Wales'.

## 5.7 "Learning to participate" through formal, non-formal and informal learning

### Policy Framework

Under the [Education Act 2002](#), schools maintained by a [local authority](#) (as all publicly funded schools in Wales are) are required to offer a curriculum which is balanced and broadly based and which:

'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' and 'prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

These requirements are embedded through both the framework for the inspection of schools and the standards which need to be met in order for a trainee teacher to gain Qualified Teacher status (QTS).

Under the [Education Act 2005](#), inspectors from [Estyn](#) (Her Majesty's Inspectorate for Education and Training in Wales) are required to report on:

- the spiritual, moral, social and cultural development of pupils at the school
- the contribution of the school to the wellbeing of pupils.

Estyn inspectors use two common inspection frameworks for their inspections of education and training providers in Wales: the first, introduced in September 2017, is used in [schools and work-based learning settings](#); the second, introduced in 2010, is used in local government education services, further education and non-maintained nursery settings.

The [common inspection framework](#) for local government education services, further education and non-maintained nursery settings uses the following quality indicators and their associated aspects (note that only some of the relevant aspects for each quality indicator are included):

Wellbeing:

- community involvement and decision-making
- social and life skills.

Learning experiences:

- education for sustainable development and global citizenship.

Care, support and guidance:

- provision for health and wellbeing including spiritual, moral, social and cultural development is inspected.

Learning environment:

- ethos, equality and diversity is inspected.

Qualified Teachers Status (QTS) [Standards](#) state that to gain QTS, trainee teachers must demonstrate that they take appropriate opportunities to teach education for sustainable development and global citizenship in all relevant aspects of their teaching. Trainees are also expected to understand the values and attitudes that they want learners to develop, including social responsibility and respect for other people and for cultural diversity. Trainees should put these values into practice, both in the classroom and in the wider school context.

Although education and training have been devolved to the Welsh Government, counter terrorism is the responsibility of the UK Government. 'Prevent' is one of four elements of CONTEST, the UK Government's counter terrorism strategy. School, colleges and universities have had a duty since 1 July 2015, under the [Counter Terrorism and Security Act 2015](#), to prevent young people being drawn into terrorism. The UK Government has issued [general guidance](#) for England and Wales, as well as specific guidance for [further education](#) institutions and [higher education](#) institutions.

## Formal learning

Learners in the 14 to 19 age group are provided for through a 'Learning Pathways' approach, under which local areas must offer a wide range of study option with a set minimum number of courses, both academic and vocational. There must also be a flexible 'learning core' which includes the skills, knowledge, attitudes values and experiences that all 14-19-year-olds will need whatever their pathway.

Citizenship is not taught as a discrete subject, but forms part of other areas of provision, primarily Personal and Social Education (PSE), Education for Sustainable Development and Global Citizenship (ESDGC) and the Welsh Baccalaureate.

## Personal and Social Education (PSE)

PSE is a statutory requirement for ages 7 to 19. The PSE [Framework](#), which is non-statutory, covers two relevant areas:

- Active citizenship, which includes valuing diversity, understanding political processes, and participating in school/community life.
- Sustainable development and global citizenship, which includes an understanding of natural resources, poverty, inequality and global interdependence.

Learning outcomes for post-16 under the 'Active citizenship' theme are that learners should be given opportunities to:

- demonstrate respect for self, others and for diversity
- be committed to active involvement in the community.

The specific knowledge and understanding to be developed is also set out in the framework.

The learning outcomes for post-16 under the 'Sustainable development and global citizenship' theme are that learners should be given opportunities to:

- actively demonstrate personal responsibility as a global citizen
- appreciate why equity and justice are necessary in a sustainable community.

The knowledge and understanding to be acquired is also set out.

The amount of time to be spent on the subject is not prescribed.

### **Education for Sustainable Development and Global Citizenship (ESDGC)**

**ESDGC** is a separate, overarching policy used by the Welsh Government to incorporate 'citizenship' and 'sustainable development' into all levels of education. ESDGC is built around seven themes: the natural environment; consumption and waste; climate change; wealth and poverty; identity and culture; choices and decisions; health.

There are also nine key concepts: interdependence; citizenship and stewardship; needs and rights; diversity; sustainable change; quality of life; uncertainty and precaution; values and perceptions; conflict resolution

Learning [outcomes](#) for post-16 under the 'identity and culture' theme are that learners should be given opportunities to:

- appreciate the importance of challenging injustice in appropriate ways
- develop a set of personal values which they apply in practice and reassess at intervals.

and to understand:

- how cultural differences influence our view of nature, science and society
- how ethical problems faced by society and individuals can be discussed and resolved.

Learning outcomes for post-16 under the 'choices and decisions' theme are that learners should be given opportunities to:

- demonstrate active involvement in the community
- show a respect for a well-balanced argument and a willingness to engage in debate
- participate in democratic elections and consultation processes.

The knowledge and understanding to be developed is also set out.

The amount of time to be spent on the subject is not prescribed.

### **Welsh Baccalaureate**

The [Welsh Baccalaureate](#) is an overarching qualification, bringing together existing qualifications (which can be either general or vocational) and a common core, or 'skills challenge certificate'. The qualification is not statutory for learners to take (nor for providers to provide). It is aimed at giving 'broader experiences than traditional learning programmes, to suit the diverse needs of young people.'

Learners need to complete four assessments as part of the skills challenge certificate:

- an individual project
- enterprise and employability challenge
- global citizenship challenge
- community challenge.

The global citizenship challenge requires learners to demonstrate an understanding of, and appropriate response to, a global issue. Learners take challenges that are designed locally or nationally. There is also a set of skills to be developed.

The Welsh Baccalaureate is awarded at three levels, Foundation, National and Advanced, corresponding to levels 1, 2 and 3 of the Credit and Qualifications Framework for Wales

([CQFW](#)) respectively. All three are available for post-16 learners. As an example, the [specification](#) (published in 2016) for the Advanced level gives the learning outcomes for the global citizenship challenge as being to:

- be able to apply critical thinking and problem solving
- be able to apply creativity and innovation
- be able to apply literacy
- understand issues involved in a global citizenship challenge.

At this level, it is advised that learners should spend approximately seventy hours on the challenge and fifty developing the underpinning skills.

The community challenge requires learners to identify, develop and participate in opportunities that will benefit the community, as well as develop a set of skills. The learning outcomes are defined as follows to:

- being able to apply planning and organisation
- understanding personal effectiveness
- being able to participate in a community challenge.

It is advised that learners should spend fifty hours on the challenge and an 'appropriate' time on the underpinning skills.

Qualification [specifications](#) for Foundation and National levels are available from the exam board WJEC.

**Note:** Education post-16 is not compulsory in Wales.

**Note:** A new curriculum is currently being developed, for use in all maintained schools and settings, from 2022. It mainly affects compulsory education up to the age of 16, but any changes to Personal and Social Education and Education for Sustainable Development and Global Citizenship will affect post-16 students also. Please see '[Current debates and reforms](#)' for further information.

## Non-formal and informal learning

### School councils

Under [The School Councils \(Wales\) Regulations 2005](#), it is a statutory requirement for all local authority [maintained schools](#) in Wales to have a school council, so that pupil voice is represented in the development of school policies and procedures. These councils are composed of 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.

A good practice [guide](#) provided by the Welsh Government through the Children's Rights Wales website, advises that, although school councils provide a firm basis for participation in educational settings, learner participation needs to be 'integrated into all aspects and at all levels of organisational life'. Other suggested ways of fostering participation include:

- consultation mechanisms such as questionnaires, surveys, circle-time, focus groups, and suggestion boxes
- other participatory and representative groups such as the eco-committee, healthy schools and peer mentors
- learner involvement with the governing body, and in staff appointments;
- learner involvement in planning, reviewing and implementing policies and procedures, including the school development plan
- having structures in place so that all pupils can be involved in decision-making, including those with [additional learning needs](#).

The Welsh Government issued a [toolkit](#) for pupils and staff in 2010, to use for their school council and a best practice [guide](#) in 2009. The National Assembly for Wales has also developed a [School Council Pack](#).

## Involvement in the community

There are many opportunities for young people to take part in activities serving the local community. These include volunteering and social action (See '[Youth Volunteering at National Level](#)').

Specific initiatives/programmes include:

- Welsh Baccalaureate community challenge
- Duke of Edinburgh's Award
- Bar Mock Trial competition.

### Welsh Baccalaureate community challenge

Community work is embedded in the school curriculum through the 'community challenge' strand of the Welsh Baccalaureate's 'Skills Challenge Certificate' (see '[Formal learning](#)'). The Welsh Baccalaureate qualification is not compulsory for learners to take (or for providers to provide). It aims to give 'broader experiences than traditional learning programmes, to suit the diverse needs of young people.'

According to the specification for this qualification at Advanced level, learners are given the opportunity to make a positive contribution to the local, regional, national or international community:

Learners will focus on real-life concerns and needs whilst engaging in activities which aim to make a real difference. The Community Challenge should provide experiences that help young people understand what it means to be an active citizen. The challenge should enable them to develop as effective and responsible members of the community.

Learners are given the opportunity to select an activity from one of the following community themes:

Social/welfare, for example:

- supporting a charity by organising a programme of events/activities
- running a shopping scheme for the elderly
- volunteering support for a local youth organisation
- helping build a water well for a village in a developing country.

Neighbourhood enhancement, for example,

- utilising land to grow vegetables to donate/sell for charity
- contributing to the upkeep of a National park
- supporting projects to develop facilities in a local park
- volunteering to support of local or international conservation project.

Coaching, for example,

- running a French after school club
- coaching and mentoring at an [Urdd](#) [youth organisation] centre
- coaching sport
- supporting senior citizens with IT
- running workshops for 'cooking on a budget'.

The [specifications](#) for the qualification at other levels are available from the exam board WJEC.

### Duke of Edinburgh's award

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. There are around 20,000 young people participating in the DofE throughout Wales through the medium of both Welsh and English. Participants complete

a programme of activities that involve, among other things, helping the community or the environment.

### **Bar Mock Trial competition**

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. The competition has run annually since 1991 and involves over 2,500 state school students, 300 barristers and advocates and 90 judges from across England, Scotland, Wales and Northern Ireland 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. Further information on the competition is available from the [Citizenship Foundation](#).

### **Note: National Citizen Service**

In Autumn 2014, a pilot took place in Wales of the National Citizen Service. This is a UK 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.

A research [report](#) on the pilot was published in March 2016, but there are no indications that the scheme will be introduced in its present form to Wales.

### **Youth work**

The Wales [Charter](#) for Youth Work, issued in March 2016, sets out the Welsh Government's minimum expectation for youth work to young people. Among the entitlements are:

- encouragement to learn more about their own culture and the cultures of other people
- coordinated provision by youth workers in all secondary schools and colleges, extending the 'pupil offer' and thus enriching the formal curriculum and supporting personal and social development
- opportunities to be civic activists e.g. by volunteering
- recognition and /or accreditation for their achievements in personal and social development both in schools and colleges and in the community.

In support of the Charter, the Welsh Government is exploring options to set up a Wales Youth Development and Support Framework, which would involve establishing a representative, strategic body across youth-facing services.

Local authorities are both formal education providers and providers of youth services. Youth services' delivery may be direct, but also involves a range of other commissioned services and organisations. Partnerships between local authorities' youth services, schools and colleges and third (voluntary) sector organisations are not formalised.

The [National Youth Work Strategy 2014-2018](#) (Welsh Government, 2014) sets out how Youth Work can support the Welsh Government's priorities of narrowing the gap in educational achievement and reducing the number of young people who are not engaged in education, employment and training. The strategy is aimed at achieving four key outcomes:

- ensuring that young people across Wales can continue to have access to diverse informal and non-formal learning opportunities, opportunities that stretch their horizons and help them grow in confidence
- strengthening the relationship between youth work organisations in Wales and formal education on both a local and national basis
- developing a better coordinated and more consistent youth work offer to young people, with youth work organisations in the statutory and voluntary sector working together more effectively



- improving the ability to demonstrate the impact and outcomes of youth work.

Youth work organisations across Wales provide a range of programmes that complement and support the work of schools and formal education providers. Youth work has a key role to play in helping to promote young people's personal and social development. It is a skilled profession, supported by the National Occupational Standards for Youth Work. It supports young people to learn about themselves, others and society through non-formal educational activities. Youth workers can be instrumental in supporting a young person to stay on in education.

Research has demonstrated that good youth work practice can improve young people's school attendance, behaviour, motivation, relationships and promote achievement. It has also found that learning experiences outside the classroom can promote engagement and achievement in school settings.

In line with actions set- out in the National Youth Work Strategy for Wales 2014-18, Arad Research was commissioned in 2015 to conduct a [review](#) of youth work in schools in Wales and to identify examples of good practice.

In February 2016, a youth work consultant and trainer was commissioned to [research](#) the impact of current youth work provision in schools in Wales.

### **Quality assurance/quality guidelines for non-formal learning**

The Welsh Government's [Quality Mark for Youth Work](#) in Wales provides a robust, independent, external assessment of the quality and performance of organisations that deliver youth work.

The Quality Mark can be used for self-assessment, to plan for improvement and to gain the nationally recognised Quality Mark. It consists of two distinct elements:

- Quality Standards for Youth Work - a set of Indicators and Quality Standards that organisations can use to self-assess the quality and impact of their work with young people and develop plans for improvement.
- A Quality Mark - a nationally recognised quality mark that organisations can apply for by developing a self-assessment and portfolio of evidence which is externally assessed.

The Quality Mark consists of:

- three levels - bronze, silver and gold
- four quality standards within each level
- quality standards comprising three associated indicators.

The Quality Mark is suitable for any organisation that delivers youth work.

### **Educators' support**

The [Five Nations Network](#) is a unique forum sharing practice in education for citizenship and values in England, Ireland, Northern Ireland, Scotland and Wales, managed by the [Association for Citizenship Teaching](#). It offers workshops, conferences and funding for small research projects.

The National Assembly for Wales provides both an education service and a youth engagement service. In particular, it offers:

- teacher training
- workshops tailored to students in particular schools.

It also offers resources for teaching about the National Assembly for Wales and related topics, grouped by [phase of education](#), on its website.

The Welsh Government maintains [Hwb](#), the digital learning for Wales website, which has teaching resources by subject and phase of education or specific qualification.

## **5.8 Raising political awareness among young people**

### **Information providers / counselling structures**

The National Assembly for Wales provides both an education service and a youth engagement service. Young people can visit the National Assembly building for tours, attend educational workshops about the Assembly in a dedicated youth chamber or in their local communities, or become involved in all aspects of Assembly business via Committees.

The National Assembly for Wales runs [Outreach programmes](#) in schools, colleges and universities, with free presentations and workshops. These include:

- interactive presentations for 7-18 year olds
- group work activities and the chance to debate recent topics discussed by Assembly Members
- consultations where young people are given the chance to feed back to the Assembly on issues that affect them
- teacher training
- workshops tailored to students in particular schools.

The National Assembly for Wales also runs a dedicated website for young people on politics and democracy called '[Your Assembly](#)'. As well as the website, there is access through several social media channels. The website includes [learning resources](#) for 11- to 14-year-olds and 14- to 18-year-olds.

The [Electoral Commission](#) is the official regulator of elections for the UK. 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**

The Electoral Commission, through its office in Wales, ran a general public awareness campaign in advance of the National Assembly for Wales election in May 2016. It had identified that young people and home movers would be most affected by the transition to Individual Electoral Registration (replacing registration by head of household). As the transition period was to end in December 2015, the awareness campaign was expanded to include a partnership with a television channel to produce an advert featuring some of the cast members from a popular TV show aimed at a young audience, supported by public relations and social media activities. The Electoral Commission worked with other partners to reach young people, including the National Union of Students (NUS) Wales, [Youth Cymru](#) and [Bite the Ballot](#).

[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.

Moreover, 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.

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.

## Promoting the intercultural dialogue among young people

The Welsh Government produced [guidance](#) in 2011 to support schools and their partners to develop approaches that promote and maintain community cohesion. The guidance states:

Schools directly support local community cohesion by providing children and young people with strong and positive messages to encourage mutual understanding and respect. This is not only through the curriculum but also in creating a positive ethos in the community life of the school. Schools can promote respect for local cultural history and work to build respect for cultural, ethnic, religious and linguistic diversity amongst the school community (p.10).

The guidance supports the Welsh Government's overall [strategy](#) for community cohesion, published in 2009. The community cohesion [delivery plan](#) for 2016/17 is available on the Welsh Government website.

## Promoting transparent and youth-tailored public communication

The UK Government operates within the general context of the [Open Government Partnership](#), of which, in 2011, it was a founding member. This is a multilateral initiative that aims to secure concrete commitments from governments to promote transparency, empower citizens, fight corruption, and harness new technologies to strengthen governance.

The National Assembly for Wales' Children and Young People Engagement [Charter](#) states that 'Young people in Wales can expect Assembly Members and the National Assembly to communicate in a way that is clear and easily understood.'

Local authorities and other organisations working with children and young people are expected to comply with the Welsh Government's [participation standards](#) for children and young people. These were refreshed in 2016 by a partnership between [Youth Forum](#) workers and [Young Wales](#), and state:

- You have the right to information that is easy to understand and allows you to make an informed decision.
- We will provide information that is good quality, clear and accessible.

See '[Young People's Participation in Policy-Making](#)' for transparency in decision-making.

## 5.9 E-participation

The introduction of Individual Electoral Registration in June 2014 (replacing registration by the head of household) made it possible for people to register to vote online for the first time. According to a 2016 [report](#) from the Electoral Commission, the online registration service has been particularly popular among some of those groups who are typically under-registered, such as young people.

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. Priority is given to schools in Wales, Northern Ireland and Scotland.

The use of online platforms for consultations is common (see '[Formal mechanisms of consultation](#)').

There is an all-age system of [e-petitions](#), without any residency requirements, through the National Assembly for Wales, as well as access to the UK Parliament's system (see this [section](#) in the description for England).

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, including Cardiff University, 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**

### **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.

The [Wales Act 2017](#), which gives the National Assembly for Wales the power to lower the voting age for Assembly and local elections, was given Royal Assent in January 2017. In July 2017, the Welsh Government [launched](#) a 12 week consultation on a number of issues relating to voting, including: proposals to extend the franchise to 16- and 17-year-olds for local council elections; modernising the voting system by allowing electronic voting both at polling stations and remotely; and giving local councils the opportunity to choose whether their councillors are elected through the first-past-the-post or single transferable vote system. Further details can be found on the Welsh Government consultations [webpages](#).

### **Youth parliament**

Following the closure of the Youth Assembly for Wales, known as the Funky Dragon, in 2014 due to the Welsh Government's withdrawal of funding, on October 2016, the Presiding Officer of the National Assembly for Wales made a [commitment](#) to work towards the establishment of a Youth Parliament in Wales. A steering group formed of prominent youth work stakeholders was then established.

Following this, in April 2017, a [consultation](#) about proposals for the name of the youth parliament, alongside its aim, membership, role and values was launched, for which the National Assembly for Wales Commission published [this background document](#). The National Assembly for Wales is now analysing the responses it received. Further updates about the Youth Parliament can be found on the Youth Parliament Wales [website](#).

### **Curriculum reform**

A new school [curriculum](#) is being introduced, with an intended rollout to all year groups to begin in 2022 and end in 2026. It mainly affects compulsory education up to the age of 16, but any changes to Personal and Social Education and Education for Sustainable Development and Global Citizenship will affect post-16 students also.

One of the four purposes of the new curriculum is that children and young people will be ethical, informed citizens of Wales and the world. According to [Successful Futures](#), the report of the review which informed the new curriculum:

Our children and young people need to be rooted in their own cultures and to have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world. Engaged citizenship requires the kind of understanding of democracy, human rights, interdependence, sustainability and social justice that should inform their personal views and sense of commitment. Children and young people need an ability to deal with difficult and contested ethical issues such as those that can arise from developments in science and digital technologies. Active citizenship requires the confidence and resilience that underpin the ability to exert influence and participate in vigorous debate. That confidence should be built on a strong base of knowledge and respect for evidence (p 28).

## **6. Education and Training**

The Youth Engagement and Progression Framework (YEPF) is the Welsh Government's approach to tackling the problem of young people who might otherwise leave education or training early. Local authorities have the strategic lead for the implementation and embedding of the framework, supported by the Welsh Government. Multi-agency processes have been established to help in early identification and Engagement and Progression Coordinators have been appointed. Further details are in the article on '[Preventing early leaving from education and training](#)'.

The issue of online safety for young people has gained greater prominence and resources have been developed for schools and other settings to raise awareness. A new online safety action plan is being drawn up with the involvement of children and young people in a 'pupil voice' exercise. A Digital Competence Framework was issued to schools in September 2016, ahead of a final version as part of the phased introduction of the new curriculum in 2022.

### **6.1 General context**

#### **Main trends in young people's participation in education and training**

##### **Participation**

The definitive source for estimates of the proportion of young people who are in education, employment or training in Wales is the annual statistical first release ([SFR](#)). The key points from the 2017 release are that for 16- to 18-year-olds at the end of 2016 (provisional figures, final figures for 2015):

- 79.2 per cent engaged in some kind of education or training (79.3 per cent in 2015).
- 33.6 per cent were in full or part-time employment (33.3 per cent in 2015).
- 10.4 per cent were not in education, employment or training (NEET) (10.7 per cent in 2015).

For 19- to 24-year-olds:

- 37.8 per cent engaged in some kind of education or training ( 37.7 per cent in 2015).
- 61.4 per cent were in full or part-time employment (61.1 per cent in 2015).
- 18.5 per cent were NEET (18.9 per cent in 2015).

Over the long term, the [SFR](#) shows that participation in education or training has increased to levels around 79/80 per cent, with employment contracting from 2004 to 2011 but increasing in recent years. The proportion of 16- to 18-year-olds who are NEET has historically fluctuated around 10-13 per cent, steadily decreasing in recent years.

Since 2004, the proportion of 19- to 24-year-olds in education or training has remained around a similar level (37 to 39 per cent), whilst the proportion who are NEET increased to higher levels, following the start of the 2008 recession, reflecting contracting

employment levels. There has however been an increase in employment, and a decrease in the proportion who are NEET in the last four successive years.

[Careers Wales](#) publish annual data which shows the number of Year 11 (aged 16) leavers from schools in Wales known to be NEET as at October following the end of the academic year. This also decreased between 2015 and 2016 and now stands at 2.0 per cent (619) compared to 2.8 per cent (911) in 2015.

### **Mobility**

For the UK as a whole, increasing numbers of 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 Wales, the total was 847 in 2013/14 (201 work placements, 646 study placements), a 69.74 per cent increase since 2007/08.

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. The following key points from the [2016 report](#) apply to the UK as a whole:

- Educational inequalities, though wide, are slowly narrowing.
- The general education route, especially in selective universities, is still closed to many young people from low- or modest-income backgrounds.
- The vocational route – which is the destination for most low-income youngsters – has 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.

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.

The National Curriculum for Wales applies up to the age of 16, but there is flexibility in the final key stage (Key Stage 4) from the age of 14.

There is no separate vocational pathway. Students study a number of general subjects and under the 'Learning Pathways' approach (under the [Learning and Skills \(Wales\) Measure 2009](#)), all pupils aged 14–19 have an entitlement to choose other subject options from those provided directly by their own schools under the statutory 'local curriculum' offer. The minimum number of courses to be offered in the local curriculum is for pupils in Key Stage 4 (aged 14–16) is 25, of which at least three must be vocational



and for pupils in post-compulsory education, aged 16-18/19, the minimum number of courses is 30, of which at least five must be vocational.

Students aged 15/16 also work towards external qualifications, most commonly the General Certificate of Secondary Education ([GCSE](#)).

Some secondary schools cater for pupils up to the age of 16 only, others for pupils up to the age of 18/19.

Students electing to follow a programme of post-compulsory, full-time general, academic education usually take GCE [A Levels](#), which may be offered in a school [sixth form](#) or in a [sixth-form college](#).

Vocational programmes are usually offered in [further education \(FE\) colleges](#). In practice, however, it is possible to combine elements of both general and vocational routes in both schools and FE colleges. This depends on the limitations of an institution's provision. Further education colleges usually offer a range of full-time general academic programmes, similar to those available in schools, as well as a wider range of vocational programmes.

Young people may also undertake a traineeship or an apprenticeship

The [traineeship](#) programme, introduced in 2014, is intended for young people aged 16-17 who are not in education, employment or training; 18-year-olds who have left school may also apply. The programme enables them to gain the skills needed to get a job or to progress to further learning at a higher level, such as an apprenticeship or further education.

[Apprenticeships](#) are work-based training programmes provided by employers who work with approved training providers, who manage the apprentice's training and assessment programme.

Outside of higher education, there is a large and diverse range of vocational programmes designed to prepare adult learners over the age of 19 for careers and jobs, providing specific skills and ongoing development for work and supporting career progression.

Adult community learning extends beyond the youth age group, but also includes it. It provides both non-formal learning and formal learning.

### Further information

An overview of the education system is provided by the Eurydice education system description for Wales in the article '[Organisation of the Education System and of its Structure](#)'. More detail on different aspects is included in the articles:

[Secondary and Post-Secondary Non-Tertiary Education](#)

[Organisation of Vocational Upper Secondary Education](#)

[Higher 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.

### **Special educational needs**

There is a presumption in favour of mainstream provision for those with special educational needs and disabilities. Separate provision is available for those with particularly complex needs. The framework for special educational needs is being reformed in order to unify the system for pre- and post-16s and to address perceived stigma attached to historical terminology.

Ahead of the passing of the relevant legislation, the term ‘additional learning needs’ is increasingly being used.

## **6.2 Administration and governance**

### **Governance**

Certain powers have been devolved from the UK Parliament to the National Assembly for Wales. Education and skills is one of these devolved areas. The [Cabinet Secretary for Education](#) has primary policy-making responsibility for education and training, supported by the [Minister for Skills and Science](#) and the [Minister for Lifelong Learning and Welsh Language](#).

The Welsh Government’s Directorate for Education within the Education and Public Services Group is the policy-making authority for pre-16 education, and the Directorate for Skills, Higher Education and Lifelong Learning within the Economy, Skills and Natural Resources Group has responsibility for post-16 education, including vocational training, skills and school [sixth forms](#).

The publicly funded education system is characterised by a high degree of autonomy at institutional level, but also a high level of accountability. [Estyn](#), Her Majesty’s Inspectorate for Education and Training in Wales, is responsible for inspecting school education, initial teacher training, further education, adult community learning and work-based learning.

The Quality Assurance Agency for Higher Education ([QAA](#)) provides quality assurance services across the UK.

Qualifications Wales, a Welsh Government-sponsored body established under the [Qualifications Wales Act 2015](#), is the independent regulator of the qualifications taken in schools and colleges

The [Higher Education Funding Council for Wales](#) (HEFCW) is responsible for regulating the higher education sector in Wales in accordance with provisions contained in the [Higher Education \(Wales\) Act 2015](#) and for distributing Welsh Government funding for higher education, with support for students provided by [Student Finance Wales](#).

The [Children, Young People and Education Committee](#) of the National Assembly for Wales examines legislation and holds the Welsh Government to account by scrutinising its expenditure, administration and policy matters, encompassing (but not restricted to): the education, health and well-being of the children and young people of Wales.

[Local authorities](#) (LAs) are responsible for planning and providing compulsory education in their geographical areas. They must also support Welsh Ministers in making provision for education and training for young people over compulsory school age (16) and in encouraging participation under the [Learning and Skills Act 2000](#).

Other key responsibilities for LAs regarding schools include: school admissions; school improvement; financial administration; promoting high standards and the fulfilment of potential; staffing and staff development; ensuring regular school attendance; support for inclusion, special educational needs and behaviour support; dealing with complaints; school meals; grants and allowances and transport to school.

Local authorities are also organised into four regional consortia, primarily to deliver school improvement services, but also to collaborate on a range of other school support services.

Further education (FE) colleges, which are self-governing corporations, provide further (mainly vocational) education and adult community learning.

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.

Other non-governmental stakeholders become involved in policy-making in discrete areas. Employers and their organisations and [sector skills councils](#) contribute to policy and practice in apprenticeships and skills. Teachers' unions and professional associations are concerned with such issues as teaching and learning, assessment, workload and pay and conditions.

### **Further information:**

[Administration and Governance at Central and/or Regional Level](#)

[Administration and Governance at Local and/or Institutional Level](#)

### **Cross-sectorial cooperation**

The main mechanism for cross-sectorial cooperation is the Cabinet and Committee structure of the Welsh Government. Committees and sub-committees with the required representation of interests, can be established to devise policies or initiatives on cross-cutting matters.

Ad hoc ministerial taskforces may also be convened, with the aim of bringing together a wide range of stakeholder perspectives. An example is the Ministerial Supply Model Taskforce, which reported to the Cabinet Secretary for Education in February 2017. Its [terms of reference](#) at Annex C show its membership and the range of stakeholders which it was expected to involve.

The [Public Accounts Committee](#) of the National Assembly for Wales examines expenditure and value for money across all departments.

## 6.3 Preventing early leaving from education and training (ELET)

### National strategy

In Wales, the term early leaving from education and training (ELET) is not commonly used. Instead, policy documents refer to young people not in education, employment or training (NEET).

The Youth Engagement and Progression Framework ([YEPF](#)) is the Welsh Government's approach to tackling the problem of young people who are NEET. Originally published in 2013, with a two-year plan for implementation, this framework remains current (*personal communication from Welsh Government*). The Welsh Government continues to support [local authorities](#), who have the strategic lead for the implementation and embedding of the framework, developing structures and systems at a local level to build upon the work that has been done to date.

The framework has six key elements:

- identifying young people most at risk of disengagement
- better brokerage and coordination of support
- stronger tracking and transitions of young people through the system
- ensuring provision meets the needs of young people
- strengthening employability skills and opportunities for employment
- greater accountability for better outcomes for young people

Since the launch of the Framework local authorities have put in place an Engagement and Progression Coordinator and early identification systems.

They have also developed multi-agency processes which help to identify at the earliest stage the young people who need support. As part of this, the right partner organisation (e.g. [Careers Wales](#), further education or work-based learning providers, youth justice, health, housing, third sector etc.) is identified to provide the support the young person needs to progress. This approach helps to avoid duplication and young people being passed unnecessarily from one organisation to another.

Two evaluation reports have been published on the framework, one with interim findings in 2014 and another [follow-up study](#) in 2016. The findings from the follow-up study included:

- Progress in relation to early identification, brokerage and tracking has continued to be strong, particularly with regard to young people aged up to 18.
- There has been increased communication and co-ordination between stakeholders as a result of the framework, partners remain positive about it, although local authorities report that funding reductions and re-structuring are challenging progress.
- Post-16 providers' early identification data are often of variable quality. Accountability for post-18 is under-developed and there are gaps in the provision of lead workers for this group.

In April 2017, the Skills and Science Minister welcomed [figures](#) based on the Annual Population Survey.

The Minister [said](#):

Reducing the number of young people not in employment, education or training is a key priority for this government and we are committed to ensuring our policies and programmes continue to support young peoples' educational and employment needs.

For example, our Youth Engagement and Progression Framework supports local authorities and other organisations to put systems in place to reduce the number of 16-18 year old NEET young people in Wales and today's report shows we are producing good results.

The YEPF has not undergone any revisions or updates.

The Welsh Government held a consultation which ended on 1 May 2017, on a new approach to measuring the outcomes of post-16 learning programmes delivered in school [sixth forms](#) and [further education \(FE\) colleges](#). The proposed approach would include a measure of retention (see '[Current debates and reforms](#)').

## **Formal education: main policy measures on ELET**

### **Financial support mechanisms**

The Welsh Government targets financial support at certain disadvantaged groups to make it easier for them to remain in education.

For young people aged 16 to 18, who wish to continue in education after school leaving age, there is the Education Maintenance Allowance ([EMA](#)). EMA is an income-assessed weekly allowance of £30 to help students with the associated costs of further education, such as books, transport and equipment. It is paid every two weeks directly into the student's bank account.

Students must have a learning agreement in place with their school or college, setting out objectives, behaviour and attendance requirements which is signed by the student and learning centre. The support is removed if these criteria are not met.

The purpose of the Financial Contingency Fund (FCF) is to support students over the age of 16 who face financial difficulties and who, without support, may not continue their education beyond the end of compulsory education or are likely to leave it because of financial considerations.

Each academic year, the Welsh Government makes money available to individual further education institutions to administer to their students on the basis that the college is best able to tailor support to the need of the student. The FCF can provide help to eligible students with childcare, books, equipment, lunch and transport costs.

Children and young people in full-time education in maintained schools are eligible for free school meals ([FSM](#)) if their parents (or they themselves) are in receipt of certain welfare benefits or income support, indicating that they are socio-economically disadvantaged. The provision applies to young people aged 16 to 19 studying in school [sixth forms](#), but not if they are studying in a [further education college](#). However, further education institutions are able provide support for eligible students to cover the costs of meals via the FCF.

Local authorities will also provide free home to school transport for pupils living a set distance from the nearest suitable school, including for those above compulsory school age (16), but continuing in school.

As well as the duty to provide transport to some pupils, a local authority has discretionary powers to provide home to school transport for other learners, which might include travel to a further education college.

The Welsh Government has a youth discount bus travel scheme. This provides discounted travel on buses for those aged between 16 and 18 who live in Wales and may be used for school or college transport.

Further information on home to school transport is available in a National Assembly for Wales Research Service [briefing](#).

### **Careers education, information, advice and guidance**

Careers education, information, advice and guidance (CEIAG) is intended to ensure that young people know how to access education, training or employment and are helped to overcome any personal barriers to participation.

Careers and the World of Work (CWW) forms part of the basic curriculum for all registered pupils aged 11 to 16 at maintained schools. CWW is also part of the 'Learning Core' of Learning Pathways for 14–19 year olds (see the subheading '[Curriculum](#),

[Subjects, Numbers of Hours](#)’ in the article on ‘Teaching and Learning in General Lower Secondary Education’ in the Eurydice education system description for further information).

The Welsh Government’s *Careers and the World of Work: a Framework for 11 to 19-year-olds in Wales* and related [guidance and educational materials](#) are the key documents setting out the careers education provision required for pupils in secondary school.

The framework document states that learners at Key Stage 4 (aged 14-16) should have the opportunity to:

- develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills
- identify, understand and make decisions about individual pathways in education, training and work.

Post-16, they should have the opportunity to:

- continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability
- understand, analyse and make decisions about individual pathways in education, training and work.

All 14-19 year old learners are entitled to access impartial and professional careers information, advice and guidance. This service is delivered by [Careers Wales](#), a wholly-owned subsidiary of the Welsh Government. Careers Wales provides an all-age service and all adults and young people continue to have access to careers services online and on the telephone but face-to face guidance is offered to individuals most in need, including 14- to 16-year-olds identified at risk of disengaging.

Careers Wales receives an annual remit letter from the Welsh Government outlining what its priorities should be. The [remit letter](#) for 2016-17 identifies as target groups:

- young people with statements of Special Educational Need (SEN) or equivalent
- young people aged 11-18 who are in greatest need of careers information, advice and guidance, with particular emphasis on providing support to these individuals at key transition points
- young people educated otherwise than at school
- young people aged 16 -17 who are unemployed
- young people in the Youth Justice system.

Careers Wales is expected to develop service delivery plans which align with Welsh Government policy objectives:

- supporting a reduction in the number of young people 16-18 who drop out of their initial course selection
- increasing awareness, among young people and those who influence them, of the opportunities presented by apprenticeships and other vocational pathways as potential alternatives to traditional academic routes
- increasing awareness of the opportunities to build and grow careers within Wales.

The Common Area Prospectus and Application Process ([CAP](#)) is an online tool, hosted by Careers Wales, that provides young people aged 16-19 with a searchable directory showing the full range of education and training options in their area. Detailed programme information is available in Welsh and English, and a standard electronic form can be used to apply for opportunities.

CAP was implemented as part of the Youth Engagement and Progression Framework (see [‘National strategy’](#)).

See also the article [Guidance and Counselling in Early Childhood and School Education](#) in the Eurydice education system description.



## Apprenticeships and traineeships

To encourage greater engagement in vocational learning in schools, the Welsh Government is piloting the '[Have a Go](#)' initiative. 'Have a Go' events in schools and colleges involve young people trying out new skills through a range of interactive activities. This is intended to help to open up vocational pathways, including apprenticeships.

In February 2017, the Minister for Skills and Science launched the Welsh Government's new [apprenticeship policy](#). This is an all-age policy, but has a number of aims regarding young people. It recognises the role which 'people over 50 have in mentoring younger workers' (p 15). The Welsh Government is also considering the introduction of a pre-apprenticeship trial to encourage young people to take up apprenticeships.

See '[Current debates and reforms](#)' for more details.

The traineeship programme, introduced in 2014, is intended for young people aged 16-17 who are not in education, employment or training; 18-year-olds who have left school may also apply. The programme enables them to gain the skills needed to get a job or to progress to further learning at a higher level, such as an apprenticeship or further education.

Traineeships are flexible and based on the needs of each individual learner. They also support individual learners by providing an allowance. Further information is available from [Careers Wales](#).

For further information on traineeships and apprenticeships see the article '[Teaching and Learning in Vocational Upper Secondary Education](#)' in the Eurydice national education system description.

## Addressing ELET through non-formal and informal learning and quality youth work

Young people at risk of disengaging from education or training may be supported by youth workers assigned the role of 'lead worker' under the Youth Engagement and Progression Framework (see '[National strategy](#)'). The *National Youth Work Strategy for Wales 2014–2018* said (p.10):

Youth workers are both skilled and well positioned to provide the lead worker role for many of the young people identified as being in need of support to prevent their disengagement from education and training, or to support them to re-engage.

Note, however, that delivery of the strategy varies at local level. A large range of organisations are involved in providing youth services and local authority areas vary in the mix of statutory and voluntary bodies providing these and in the overall level of services available.

The [Prince's Trust](#), a UK-wide charity, runs an '[Achieve](#)' programme, free to participants, aimed at 13- to 19-year-olds who are experiencing personal barriers that may prevent them from engaging in education and put them at risk of exclusion or underachievement. Young people are offered activities in areas such as: personal development and employability; life skills; community projects; literacy, language and numeracy and skills-boosting activities.

Achieve can be delivered in a variety of settings apart from schools, such as youth centres, [pupil referral units](#) and young offender institutions.

## Cross-sector coordination and monitoring of ELET interventions

The Youth Engagement and Progression Framework (see '[National strategy](#)') gives a strategic leadership role to local authorities, which are, in turn, expected to work closely with organisations such as Careers Wales and the voluntary and statutory youth services. Local authorities may employ an Engagement and Progression Coordinator.

Local authorities are subject to inspection and evaluation by Estyn, (Her Majesty's Chief Inspector of Education and Training in Wales). [Guidance](#) for the inspection of local authority education services for children and young people says (p. 21):

Inspectors should consider the number of school leavers not in education and training (NEETs). The analysis of destinations should include comparisons with national averages. Where relevant, inspectors should consider whether students move on to appropriate higher or further education courses, or employment at the end of the sixth form. The information should be compared with national data and other local authorities.

Inspectors should analyse the impact of joint working by the LAESCYP [local authority education services for children and young people] and other partners to ensure the general wellbeing of children and young people while out of education or in the process of reintegration into education.

Careers Wales conducts an annual '[Pupil Destinations](#)' survey of school leavers on behalf of the Welsh Government. This provides data on the destinations of pupils from all maintained and special schools who are at or above the school leaving age. The data is broken down by local authority.

See the article on '[Integration of Young People in the Labour Market](#)' for details of the implementation of the Youth Guarantee.

Further information

European Commission/EACEA/Eurydice/Cedefop (2014). *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures*. Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union. Wales country sheets pp 206-208.

Cedefop (2016). *Leaving Education Early: Putting Vocational Education and Training Centre Stage*. Volume II. Evaluating Policy Impact. Luxembourg: Publications Office. Cedefop research paper; No 58.

## **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.

Although there is no national prescribed position on the validation of non-formal and informal learning in Wales, recognition of such learning can take place in different ways.

The Credit and Qualifications Framework for Wales ([CQFW](#)) is a national qualifications umbrella framework supporting the recognition of qualifications across all levels of the education system. It is jointly managed by the Welsh Government, the Higher Education Funding Council for Wales ([HEFCW](#)) and [Qualifications Wales](#), the regulatory body for non-degree qualifications. Learners may apply to further/higher education institutions for recognition of prior learning (RPL) to obtain or access formal qualifications on the CQFW, including higher education (HE) and vocational qualifications.

The CQFW comprises three pillars of learning:

- formal regulated learning (general and vocational qualifications), which are found on the Regulated Qualifications Framework pillar
- formal regulated learning, which is found on the Framework for Higher Education Qualifications (FHEQ) pillar

- lifelong learning – both formal and non-formal learning, which is found on the Quality Assured Lifelong Learning (QALL) pillar.

### **Within regulated (general and vocational) qualifications**

1. The CQFW allows for regulated qualifications to be obtained, in full or in part, through recognition of prior learning (RPL). However, whilst RPL is allowed in the CQFW, and whilst the Welsh Government and the CQFW Advisory Group recognise the benefits of RPL, there is currently no formal policy in place for RPL.

In the UK Recognition of Prior Learning (RPL) is mostly used as an underpinning principle by delivery centres, and is not led by Government or by [Awarding Bodies/Organisations](#). It is up to the individual institution how RPL is implemented. CQFW 'Competent Bodies' should have established policies and practices in place in relation to RPL - for instance, it is common in higher education but this is only on a case-by-case basis.

Note: For the purpose of Quality Assured Lifelong Learning (QALL) pillar of the CQFW, the terms recognition of prior learning (RPL), accreditation of prior learning (APL) and accreditation of prior experience (APEL) are used interchangeably.

Credit can be gained for units on the CQFW for non-certificated learning and achievements. Qualifications Wales' [Interim Standard Conditions of Recognition](#) sets out rules for Awarding Organisations. RPL is defined (p. 29) as:

(a) identification by an awarding body of any learning undertaken, and/or attainment, by a Learner:

(i) prior to that Learner taking a qualification, which the awarding body makes available or proposes to make available and,

(ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification; and,

(b) recognition by an awarding body of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

The provision of RPL is at the discretion of awarding organisations but Qualifications Wales' conditions of recognition state (p.29) 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.

[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.

NVQs are assessed through portfolios and observations. Candidates must give evidence that they have the competences set out in the NVQ standards. Assessors then test the candidate's knowledge, understanding and work-based performance to make sure they can demonstrate competence in the workplace.

### **Within higher education**

2. 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](#)), developed by the Quality Assurance Agency for Higher Education ([QAA](#)) and which 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. HEIs may use the European Credit Transfer and Accumulation System ([ECTS](#)), but most use national credit systems which articulate with it.

The [European Inventory on Validation of Non-formal and Informal Learning](#) report quotes an earlier study (Treadwell, P, 2014) which stated that a project on RPL conducted among some Welsh universities identified a need to introduce new assessment mechanisms and found some examples of possible alternative approaches:

- recognition, and utilisation of work-based documentation, commentary or visual evidence
- e-portfolios
- semi-structured interviews
- video-conferencing.

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](#)

### **Within lifelong learning**

3. The Quality Assured Lifelong Learning (QALL) pillar of the CQFW is intended to recognise non-formal (and formal) learning that takes place outside of higher education and general and vocational education and training.

This pillar recognises non-formal learning provision (rather than validating individual learner outcomes) as a unit on the CQFW. Non-formal learning consists of QALL units delivered by FE/HE institutions, employers, training providers and third sector organisations.

There is no regulatory process in place for non-formal/formal learning within QALL. Providers should undertake to adopt the CQFW [high level principles](#), i.e. level descriptors, credit value, learning time, learning outcomes, recognised standards, title, purpose, assessment. This decentralises the responsibility of recognition and provides greater flexibility and a more responsive approach to engage the more hard to reach learners.

Only QALL units which comply with the CQFW high level principles and are awarded by a CQFW 'competent body', 'recognised' within the CQFW. The Welsh Government does not mandate that these units are 'accredited' or 'certificated' as this may incur a cost to the learner/employer or institution. However, a form of accreditation or certification is usually required as part of the RPL process.

**Note:** A competent body is deemed to be any UK regulated awarding body (that is recognised by a UK qualifications regulator) or a further education institution or higher education institution in Wales, which is recognised to credit-rate and award unitised accredited learning programmes.

Informal learning cannot be validated through the CQFW, as by its nature, it does not comply with the high level principles.

A [review](#) of the impact of the CQFW did not specifically deal with its effect on young people, but found that CQFW's recognition of non-mainstream provision enabled providers to 'develop innovative curriculum offers for learners at the margins of formal education and training'(p. 10).

The greater recognition of prior and informal learning through the QALL pillar was:

thought to have a particularly important impact on disadvantaged learner groups with low levels of education, such as the homeless, offenders and adult learners engaged in adult and community learning programmes (p. 55).

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).

## Qualifications

The awarding organization Agored Cymru's RPL policy states that within its centres, staff with 'appropriate expertise' should be available to give advice on the RPL process.

Agored Cymru offers a continuing professional development (CPD) [qualification](#) in RPL. The Level 3 Award in Recognising Prior Learning (RPL) is intended for practitioners working at any level in the education and training sector (i.e. general, vocational, higher education and adult education) across the UK. It also offers a Level 4 Certificate in Recognising Prior Learning.

## Further information

### [Credit and Qualifications Framework for Wales](#)

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.

Other good sources of information are two Cedefop publications:

Hawley, J. (2016?). *European Inventory on Validation of Non-formal and Informal Learning* - UK (Wales) - 2016

UK NARIC. (2016). *Vocational Education and Training in Europe* – United Kingdom. Cedefop ReferNet VET in Europe reports; 2016.

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 education system description for Wales.

## 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 who recognise prior learning have their own policies in place, including for the type of information and guidance they offer.

For higher education, [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

[UCAS](#), the charity which provides information, advice, and applications services, has drawn up [structured profiles](#) of some assessed programmes followed by UK students which are not externally accredited to any of the regulatory frameworks. These can be used by higher education providers to inform their admissions decisions.

The awarding organisation [Agored Cymru](#) suggests that prospectuses, web-based marketing and advice and guidance sessions are good means of dissemination information.

### **Quality assurance**

Awarding organisations and higher education institutions (HEIs) determine their own quality assurance arrangements for non-formal learning. The national reference point is provided by the [Quality Code for Higher Education](#) which is monitored by the Quality Assurance Agency for Higher Education ([QAA](#)).

## **6.5 Cross-border learning mobility**

### **Policy framework**

In order to aid mobility of learners, the qualifications regulators in the UK and Ireland have produced a [guide](#) which compares qualifications in the UK and Ireland, as well as more broadly with the European qualifications frameworks, giving an indication of how qualifications compare across existing national boundaries.

Wales also supports transferability and portability of skills of learners across UK borders through a commitment to UK-wide National Occupational Standards (NOS) which describe the skills, knowledge and understanding, attributes and behaviours that are required to undertake / perform a particular task or job to a nationally recognised level of competence. NOS underpin adult vocational qualifications and apprenticeship frameworks. For more information see: Business Wales' [Skills Gateway](#).



The Welsh Government's international agenda document, *Wales in the World*, stated its commitment to the place of Wales in the European Union.

The document explained that the Welsh Government works with the Higher Education Funding Council for Wales ([HEFCW](#)), [Universities Wales](#), the [British Council](#) and [Colegau Cymru](#) to support and develop 'international student recruitment and exchange'. The Welsh Government also encouraged 'practitioners and students to engage internationally through opportunities on such schemes as Erasmus+...' (p.13).

The Welsh Government also supports the [UK Strategy for Outward Mobility](#) which 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 strategy was funded in 2013 by the then UK Department for Business, Innovation and Skills and the Higher Education Funding Council for England.

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](#).

Foreign students are encouraged to come to Wales to study by [Global Wales](#), a partnership between the [British Council Wales](#), [Universities Wales](#), the [Welsh Government](#) and the [Higher Education Funding Council for Wales](#). The partnership promotes Wales' world class higher education (HE) sector internationally, using market research, arranging visits to Wales from potential partners, taking the message about Welsh HE abroad and promoting Welsh HE through the [Study in Wales](#) brand.

## **Main cross-border mobility programmes for students in formal education**

### **Schools' programmes**

Most schools organise visits abroad for pupils in support of their language or other subject learning. These are generally 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.

Such visits generally begin in the later years of primary education, continuing into secondary education. Occasionally, visits may include exchanges with other schools. External funding is available to undertake trips of this nature; example funding specifically for developing students' French skills includes the [Lefèvre Trust](#), for students 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 790 Erasmus+ study/traineeships placements involving students from higher education institutions in Wales – a decrease of 15.6 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](#)). Partner Countries are all the other countries in the world. 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 the UK tuition fees which are payable to their UK institution 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.

[Generation UK-India](#) is a programme that aims to promote international experience and build engagement and trust between the UK and India. The British Council is working with partners to create opportunities for young people and professionals from the UK to gain study and work experience in India.

The [Study in India](#) strand of the Generation UK-India programme, has placed more than 450 students at recognised institutions and universities across India for short courses.

[Generation UK-China](#) aims to help students from the UK to boost their employability, enhance their long-term job prospects, and develop a global mind-set through study and work experience opportunities in China. Funding support is available for British students enrolled at UK universities (or recent graduates) to engage with China through the following programmes:

- internships (two month placements across six cities in China)
- academic scholarships (placements vary from 5-11 months across a range of locations).

### **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 Wales.

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.

For 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.

The UK National Agency also maintains a Country Advisory Group for Wales, to ensure that the implementation of Erasmus+ responds to the priority interests and concerns of the Devolved Administration and of civil society at large.

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**

The [Equality Act 2010](#) provides a single legal framework that seeks to protect the rights of individuals and advance equality of opportunity for all. It applies, among other public bodies, to schools, further education and higher education institutions. See the section on 'Social cohesion and equal opportunities' for further details.

The Welsh Government's 2016 [guidance document](#) on inclusion and pupil support includes as school pupils who may need extra support:

- children of families in difficult circumstances (including low-income families). See the article '[Strategy for the Social Inclusion of Young People](#)' for information on the child poverty strategy and section on 'funding' below.
- pupils with special educational needs
- disabled pupils
- pupils from minority ethnic groups, particularly those learning English or Welsh as an additional language (EAL)
- asylum seeking/refugee children
- Gypsy, Roma and Traveller children
- children and young people [looked after](#) by the local authority.

### **Special educational needs (SEN)/Learning Difficulties and Disabilities (LDD)/Additional Learning Needs (ALN)**

For children of compulsory school age (up to 16), SEN provision is governed by the [Education Act 1996](#). Inclusion in mainstream provision is a basic principle as set out by

the [Special Educational Needs Code of Practice for Wales](#), which became effective from 1 April 2002.

All mainstream schools must designate a qualified teacher working at the school to be the SENCO (the Special Educational Needs Coordinator), sometimes known as the Inclusion Coordinator.

There is an expectation that all children with special educational needs should follow the National Curriculum where it applies. However, the Act does allow for the National Curriculum and related assessment arrangements to be modified or disappplied.

For post-16 learners, there is a separate legislative framework. The [Learning and Skills Act 2000](#) refers to learners with 'learning difficulties and/ or disabilities' (LDD) rather than SEN. Under the Act, a person has a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of persons of their age, or
- they have a disability which either prevents or hinders them from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

When enacted, the [Additional Learning Needs and Education Tribunal \(Wales\) Bill](#) will replace this SEN framework with a unified legislative framework to support children and young people from birth to age 25 with Additional Learning Needs (see '[Current debates and reforms](#)').

One of the aims of the Bill is to ensure that partner agencies work together to provide equality of opportunity for all children and young people to participate in and benefit from learning. The term ALN is increasingly being used instead of SEN.

Under the [Equality Act 2010](#), schools, colleges and universities have a duty to make reasonable adjustments to prevent discrimination.

Local authorities must develop an accessibility strategy. This strategy must cover:

- increasing the extent to which disabled pupils can participate in a school's curriculum
- improving the physical environment of schools for disabled pupils
- improving the delivery to disabled pupils of information provided to other pupils in writing.

Under the Act, schools, colleges and universities need to have in place access arrangements so that students with disabilities or special educational needs 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.

### **Pupils from minority ethnic groups**

To meet the legal entitlement of children from minority ethnic groups to a full school education, most local authorities provide centralised teaching services of English as an additional language (EAL) or Welsh as an additional language (WAL).

Specially trained teachers may be based permanently in one school, or travel around, depending on the nature of the local area.

### **Children and young people looked after by the local authority (looked after children/LACs)**

The [Social Services and Well-being \(Wales\) Act 2014](#) places a responsibility on local authorities (LAs) to safeguard and promote the well-being of any child or young person in their care. The Act also places a positive duty on LAs to promote the educational

achievement of children and young people in their care and to cooperate with relevant partners to improve the well-being of children, including educational outcomes.

The Welsh Government's [plan](#) for improving the educational attainment of children who are looked after states that:

...children who are looked after face particular barriers which may affect their successful transition into further learning. They are more likely to have lower educational achievements than their peers, and may need additional advice, guidance and encouragement to understand and access the different options available to them (p. 18).

It also states that:

Local authorities should provide a personal adviser to act as a mentor to the care leaver, taking account of the individual support requirements of the individual, in discussion with the care leaver. The personal advisor is vital for those in the youth justice system who may not be accomplished in accessing the financial support to which they are entitled to help them into post-16 education or employment. (p.19)

The Welsh Government has worked with Cardiff University to create a new [online hub](#) to share information and resources focusing on children in care to help improve their educational outcomes.

Universities support care leavers into and through higher education as part of their fee plan and widening access strategy commitments (see higher education below).

### **Asylum-seeking and refugee children**

If they are of statutory school age (5-16), asylum-seeking children arriving in Wales are entitled to a school place for as long as they remain. The Welsh Government guidance encourages the provision of pastoral support, such as counselling, and practical support, such as help with school uniforms, free school meals and home to school transport.

### **Gypsy, Roma and Traveller children**

The Welsh Government and the educational charity, [Show Racism the Red Card](#) have produced an [online toolkit](#) to support education practitioners in settling these pupils in school.

The toolkit complements *Travelling Together*, a suite of resources published on Learning Wales in 2014, to promote the integration of Gypsy and Traveller culture into the national curriculum. The toolkit also includes activities to promote equality and tackle racism in the classroom and explains the importance of recognising, responding to and recording racist incidents.

### **Widening participation in higher education**

The Higher Education Funding Council for Wales ([HEFCW](#)) works with universities to enable them to meet Welsh Government priorities for higher education in Wales.

HEFCW's [corporate strategy](#) says:

We will maintain our focus on under-represented communities and individuals, including [...] care leavers, to address inconsistencies in inclusion, progression, social mobility and learner success for those from areas of multiple deprivation in Wales, as well as addressing the aims of our [Child Poverty Strategy](#) (p. 11).

The strategic framework within which the HEFCW operates includes a vision of accessible higher education which delivers social justice. One of the key strategic themes through which social justice will be delivered is widening access to secure inclusion, progression and success in higher education:

Social justice is a key Welsh Government priority and widening access to higher level learning and skills has an important contribution to make to this aim. We will work



with the Welsh Government, higher education providers and our partners to promote widening access and equality of opportunity.

We will prioritise the further development of inclusive learning, retention and progression opportunities to contribute to social justice and mobility for learners of all ages and backgrounds. (p.11)

HEFCW established '[Reaching Wider](#)' in 2002 as a Wales-wide, collaborative, long-term programme to break down perceived barriers and widen access to higher education and higher-level skills.

Reaching Wider engages two main groups of people of all ages who are under-represented in higher education: people living in areas of deprivation and looked after children and care leavers.

The [Higher Education \(Wales\) Act 2015](#) is intended to safeguard the contribution made to the public good arising from the Welsh Government's financial support for higher education and to maintain a strong focus on fair access to higher education.

Since 2012/13, fee plans have been a statutory requirement for HEFCW-funded institutions in Wales charging fees exceeding £4,000 a year (i.e above the basic amount). Under the 2015 Act, which will be implemented fully from academic year 2017/18, all higher education providers that wish their courses to be automatically designated for Welsh Government student support (not just those charging fees above the basic amount) must submit fee and access plans to HEFCW for approval. The plans have been renamed to reflect the contribution they are intended to make to improving equality of opportunity in connection with access to higher education.

The fee and access plans must set out activities and investments in support of objectives related to the promotion of equality of opportunity in access to higher education, specifically the removal of barriers that members of under-represented groups experience, both in accessing and remaining in, higher education.

Further information is available in Welsh Government [guidance](#) to HEFCW.

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.

ECU has published [guidance](#) for colleges and higher education institutions on meeting their duties under the Equality Act 2010.

## Funding

There are a number of funding streams aimed at keeping vulnerable young people engaged in education. These are all means-tested:

- The [Pupil Development Grant](#), provides financial support to help tackle the effects of disadvantage on attainment.
- The [Education Maintenance Allowance](#) is awarded to pupils aged 16-18 who come from low-income households in order to support them to continue education after the age of 16.
- The Welsh Government [Learning Grant for Further Education](#) provides financial support for young people aged 19 or older from low-income households continuing with their studies.

As part of the student support package, Disabled Students' Allowances (DSAs) are provided by the Welsh Government for eligible disabled students undertaking designated undergraduate or postgraduate courses to cover any additional disability-related costs.

In May 2016, the role of Work-Based Learning (WBL) [Equality and Diversity Champion](#) was established with funding for two years from the Welsh Government. This all-age initiative will support the WBL provider network to increase the take up of apprenticeships by individuals from Black, Asian and Minority Ethnic (BAME) communities and disabled people.

The initiative is being run by the National Training Federation for Wales ([NTFW](#)). Following a review to be carried out by the Equality and Diversity Champion, a toolkit and bespoke training will be developed for the WBL network.

### Further information

See the following articles in the Eurydice network's education system descriptions:

[Special Education Needs Provision within Mainstream Education](#)

[Support Measures for Learners in Early Childhood and School Education](#)

[Support Measures for Learners in Higher Education](#)

[Educational Support and Guidance](#)

'[Admission requirements](#)' in the article 'Bachelor'

For programmes/initiatives in non-formal/informal education and youth work, see '[Youth work to foster social inclusion](#)' in the Social Inclusion chapter.

### Social cohesion and equal opportunities

#### Equality Act 2010

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.

#### School curriculum

In formal education, the main learning area through which the values of equality, diversity and non-discrimination are taught is personal and social education (PSE). PSE is a statutory requirement for ages 7 to 19. The PSE [Framework](#), which is non-statutory says that:

Learning providers should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. They should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Learning providers should develop approaches that support the ethnic and cultural identities of

all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens. (p. 6)

Learning outcomes for post-16, under the 'active citizenship' theme include that learners should be given opportunities to 'demonstrate respect for self, others and for diversity'. Under the 'sustainable development and global citizenship' theme, they should have opportunities to 'appreciate why equity and justice are necessary in a sustainable community'.

Education for Sustainable Development and Global Citizenship ([ESDGC](#)) is a separate, overarching policy used by the Welsh Government to incorporate 'citizenship' and 'sustainable development' into all levels of education. One of the themes of ESDGC is identity and culture.

Several of the key concepts of ESDGC are also relevant to social cohesion including interdependence; citizenship and stewardship; needs and rights; diversity; values and perceptions; and conflict resolution.

For post-16 under the 'identity and culture' theme learners should be given opportunities to:

- appreciate the importance of challenging injustice in appropriate ways
- develop a set of personal values which they apply in practice and reassess at intervals
- understand how cultural differences influence our view of nature, science and society
- understand how ethical problems faced by society and individuals can be discussed and resolved.

In schools, expectations are also set through standards for teachers. The Welsh Government's guidance [handbook](#) on becoming a qualified teacher says (p. 14) that trainee teachers should 'demonstrate values and professional characteristics which can motivate and inspire learners and reflect and promote the purposes of education'. These values include respect for other people and respect for cultural diversity.

In order to gain Qualified Teacher Status, the [standards](#) to be met include, under 'professional values and practice', that teachers must demonstrate that:

They understand the diverse learning needs of learners and endeavour to provide the best possible education for them to maximise their potential, whatever their individual aspirations, personal circumstances or cultural, linguistic, religious and ethnic backgrounds.

Under 'teaching and class management' teachers must demonstrate that:

They have high expectations of learners and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where learners feel secure and confident.

[...]

They recognise and respond effectively to social inclusion and equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures (Annex A).

## Inspection

[Estyn](#), Her Majesty's Inspectorate for Education and Training in Wales, is responsible for inspecting schools, further education and work-based learning. The [guidance](#) issued to inspectors for inspections of secondary schools says that inspectors should look at 'how well the school helps pupils to understand issues relating to equality and diversity, and develops the values of tolerance and respect' and should consider 'how well pupils are

developing as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights'.

The [guidance](#) for the inspection of further education colleges says, when making judgements on the indicator ethos, equality and diversity, inspectors should judge how well the college:

- establishes an ethos that is inclusive
- challenges all forms of discrimination or inequality for all groups who potentially could suffer a lack of fair opportunities for learning and/or employment
- offers fair access to the curriculum and challenge stereotypes in learners' choices
- develops tolerant attitudes and makes sure that all learners and staff are free from harassment
- promotes the prevention and elimination of oppressive behaviour through the implementation of its policies and procedures

Inspectors should also take account of the extent to which work-based learners are protected from harassment and discrimination in their workplaces.

Inspectors should evaluate whether the college:

- has a well-understood policy that promotes equal opportunities and human rights
- has an action plan that ensures delivery of the policy
- provides appropriate equality training for staff
- monitors and addresses any related issues or complaints that arise.

### **Non-formal/informal learning and youth work**

Young people using youth work services are entitled to protection under the Equality Act 2010. In 2011, the [Council for Wales of Voluntary Youth Services](#) produced a guide, *Youth Work Methodology Handbook: Equalities*, commissioned by the Welsh Government.

## **6.7 Skills for innovation**

### **Innovation in formal education**

In secondary schools, at Key Stage 3 (pupils aged 11-14), innovation is mentioned in the [programme of study](#) for Design and Technology, a compulsory part of the curriculum. Learners 'should be encouraged to be enterprising and innovative in their designing and making'. Learners should also be given opportunities to 'be innovative and enterprising'.

Compulsory curricular requirements are reduced at Key Stage 4 (pupils aged 14-16), but under the 'Learning Pathways' approach for 14- to 19-year-olds, pupils have an entitlement to choose other subject options from those provided by schools under the statutory 'local curriculum' offer. Courses must be available across five areas, two of which are:

- mathematics, science and technology
- humanities, social sciences and preparation for life and work.

Science is a compulsory subject at Key Stage 4 (pupils aged 14-16). The [programme of study](#) includes that learners should 'develop their practical, problem-solving and enquiry skills, working individually and in groups'. They should be given opportunities to engage in activities that 'promote peer discussion and reflection when thinking about tasks and problems, in deciding about approaches, and in revising them'.

Beyond this, in post-compulsory upper secondary education, for students aged 16-18/19, formal education is characterised by subject choice and is qualification-led. The development of the type of competences which foster innovation, is therefore, something which varies according to the individual choices made.

However, the Welsh Government is encouraging the development of broader competences, including those that foster innovation, through its support for the [Welsh Baccalaureate Qualification](#) (WBQ). The WBQ is an overarching qualification, which

incorporates academic qualifications (such as GCSEs) and/or vocational qualifications with the development of key skills that are intended to equip young people with the skills they will need after leaving school. The WBQ is not a statutory requirement, although schools may choose to make it compulsory for their students, and the Welsh Government is encouraging universal adoption.

It consists of the successful completion of a Skills Challenge Certificate and supporting qualifications (generally [GCSEs](#) or [A Levels](#) depending on the level being undertaken). It is available at two levels for both Key Stage 4 and post-16, and at a further, advanced level for post-16 only.

The primary aim of the WBQ is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. As well as literacy and numeracy, these skills include:

- digital literacy
- planning and organisation
- creativity and innovation
- critical thinking and problem solving
- personal effectiveness.

These skills (apart from literacy and numeracy) are all assessed through the Skills Challenge Certificate. The emphasis is on applied and purposeful learning and on providing opportunities for assessment in a range of real life contexts.

A new curriculum will be phased in between 2019, when it will be available in draft form for comment and 2026 when its rollout to all year groups will be [complete](#). The Welsh Government's policy document, *A Curriculum for Wales: a Curriculum for Life*, gives (p. 8) as one of the four purposes of the new curriculum the development of 'enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work'.

The pedagogical tools used by teachers are a matter for the teacher or school to decide. As part of its programme of action for improving the use of digital technology for teaching and learning in schools, the Welsh Government has made a wide range of resources available across all subject areas on its '[Hwb](#)' platform.

### Further information

There are overlaps in the types of skills supporting innovation and those supporting both entrepreneurship and creativity. See the article on '[Development of Entrepreneurship Competence](#)' and the section '[Acquiring cultural and creative competences through education and training](#)' in the article 'Developing Cultural and Creative Competences', respectively, for information on these.

Detailed information on teaching and learning is also available in the individual articles and topics of the Eurydice education system descriptions for Wales:

[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 in England and the [Wellcome Trust](#). The initiative, which is UK-wide, was set up in direct response to concerns about the engagement and achievement of young people in STEM (science, technology, engineering and mathematics).

Among the programmes and projects run by the network, is the [STEM Ambassadors](#) programme. STEM Ambassadors are volunteers from a wide range of 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.

[See Science](#) is responsible for managing the STEM Ambassadors scheme in Wales.

[British Science Week](#) is an annual ten-day 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 also ran 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 theme for British Science Week 2018 is exploration and discovery.

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 17 May 2017, the Cabinet Secretary for Education commissioned the development of a national online safety action plan for children and young people. This will provide a strategic overview of how the Welsh Government will continue to enhance online safety support. (See [Current debates and reforms](#)).

During October 2017, the Welsh Government is working with the [NSPCC](#) (National Society for the Prevention of Cruelty to Children) to run a 'Pupils voice' exercise to understand what children and young people see as the major issues in online safety. This consists of a young person friendly document which has been created by the NSPCC and will be published on the digital learning platform, [Hwb](#). The findings will inform the action plan.

The particular aspect of child sexual exploitation (children and young people under 18 years of age) was the focus of the first national action plan to tackle this issue, launched by the Health and Social Services Minister in March 2016.

The All-Wales [National Action Plan to Tackle Child Sexual Exploitation](#) (CSE) provided a comprehensive framework and minimum standards through which a wide range of safeguarding partners could demonstrate coordinated and cross-agency action to:

- prevent and protect children and young people from abuse and sexual exploitation
- provide responsive, appropriate and consistent support to those identified as being subject to or at risk of CSE



- contribute to the identification, disruption and prosecution of perpetrators.

There are no actions in the plan beyond December 2016.

A digital competence framework was provided to schools in September 2016 (see 'Media literacy and online safety through formal education' below.)

Issues of online safety are considered as part of Estyn, the inspectorate's inspections of safeguarding arrangements. Guidance which it has issued for inspectors, says that inspectors should evaluate:

how well the provision helps pupils to develop skills, knowledge and understanding in making healthy lifestyle choices, for example in relation to substance misuse, sex and relationships and online safety.

Guidance documents for [schools](#) and [post-16 providers](#) set out potential questions in Annex 5 which could be asked to make judgements on such safeguarding measures.

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. This research covers both [adults'](#) (16+) and [children's](#) media literacy.

### **Media literacy and online safety through formal education**

There is no National Curriculum beyond the age of 16. Education and training at this level is qualification-led, rather than curriculum-led and is characterised by individual subject choice. There is, therefore, no consistency in the extent to which students are exposed to concepts of media literacy, online safety and related issues.

Information and Communication Technology (ICT) is compulsory in secondary education at Key Stage 3 (pupils aged 11–14). The [programme of study](#) for that stage includes that:

Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk.

ICT is not compulsory at Key stage 4 (pupils aged 14–16), but under the 'Learning Pathways' approach, all pupils in maintained schools have an entitlement to choose other subject options from those provided by schools under the statutory 'local curriculum' offer. Included in the subject areas that these options must be in are:

- mathematics, science and technology
- arts, media, culture and languages.

Opportunities to teach aspects of media literacy and online safety may be found within Personal and Social Education (PSE) which all [maintained](#) secondary schools must provide. The [framework](#) for PSE states that post-16 learners should be given opportunities to:

use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times (p. 25a).

Sex and relationships education (SRE) is part of PSE. Welsh Government [guidance](#) on SRE states that learners should be helped to:

understand the links with other risk-taking behaviours, including the potential risks of online social networking (p. 16).

Furthermore, 'As online social networking opportunities increase, children and young people need to know how to use the internet and mobile technology safely and responsibly. Specifically, learners need to be aware of:

- the potential risks of the online environment
- what to do and to whom to go when feeling unsafe.

Schools should ensure that learners have access to a range of relevant helpline numbers, websites and organisations.’(p. 22)

A [review report](#), published in 2015, which set in motion a reform of the curriculum in Wales identified the need for a comprehensive Digital Competence Framework.

The Welsh Government has [defined](#) digital competence as:

the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems. It is the skill set that enables a person to be a confident digital citizen, to interact and collaborate digitally, to produce work digitally and to be confident in handling data and computational thinking (problem solving) (p.2).

Digital competence is to become a cross-curricular responsibility for teachers when the new Curriculum for Wales is launched in September 2019 for teaching from September 2022. To encourage the integration of digital skills across the full range of curriculum subjects, a '[Digital Competence Framework](#)' for all learners aged 3 to 16+ has been made available. This will be finalised for first teaching with the rest of the revised curriculum from 2022, but was issued in advance in September 2016, to allow schools to have time to familiarise themselves with the framework, begin to develop their practice, and consider how they can embed the expectations into their planning for the new curriculum. Until 2022, the new framework will sit alongside existing programmes of study for ICT and computer science.

The framework has four strands:

1. Citizenship includes: identity, image and reputation; health and well-being; digital rights, licensing and ownership; online behaviour and cyberbullying.
2. Interacting and collaborating includes: communication; collaboration; storing and sharing.
3. Producing includes: planning, sourcing and searching; creating; evaluating and improving.
4. Data and computational thinking includes: problem solving and modelling; data and information literacy.

As part of its programme of action for improving the use of digital technology for teaching and learning in schools, the Welsh Government has made a wide range of resources available across all subject areas on the '[Hwb](#)' digital learning platform.

The Welsh Government organises an annual [National Digital Learning Event](#), a conference and awards ceremony, aimed at teachers and those working in education in Wales, with a view to sharing good practice and expertise in digital learning.

As the pedagogical tools used by teachers are a matter for the teacher, school or college to decide, none of these resources are mandatory.

### **Promoting media literacy and online safety through non-formal and informal learning**

[WISE KIDS](#), a not-for-profit company, is a key provider of training programmes in the areas of online safety and digital literacy. It works in collaboration with other organisations, such as the [UK Safer Internet Centre](#), and many of its individual initiatives are supported by the Welsh Government.

[CEOP](#) is the child exploitation and online 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.

Training provided by CEOP includes Keeping Children Safe Online (KCSO), 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.

Most youth work provision is at a local level and training courses are in areas such as safeguarding, which cover online safety, are also provided locally.

### **Raising awareness about the risks posed by new media**

Since January 2014, the Welsh Government has contracted with the South West Grid for Learning ([SWGfL](#)) to promote the safe and responsible use of Hwb and provide a range of online safety activities across Wales. These activities include online safety training for education professionals and school governors, and developing resources to support children, parents and teachers.

The online safety programme builds on existing expertise and activities to develop sustainable online safety activities across Wales – as well as increasing the amount of resources available in Welsh. The project includes the following online safety activities:

- development and publication of a range of bilingual teaching resources focused on specific issues in online safety
- development and publication of a range of resources to support learners and carers
- provision of a self evaluation tool - 360 degree safe Cymru and targeted support and promotion of its use
- provision of a broad programme of online safety training to upskill education practitioners
- development of content and news features on online safety issues
- development of an online safety training module for educational practitioners and governors.

The [Online Safety Zone](#), launched on Hwb on Safer Internet Day in February, is a dedicated area on the digital learning platform, Hwb, which has been designed and developed to support online safety in education. In addition to news articles and features, the Online Safety Zone hosts a range of teaching resources, including case studies, guidance for school professionals, for parents and young people, and resources on the safe use of social media sites like Facebook, Snapchat, Instagram and Twitter.

Working with SWGfL, Hwb is host to the [360 Degree Safe Cymru](#) tool, a bilingual online safety self-assessment tool for schools. The tool has been designed to allow schools to judge and review their own online safety practice and provision. To date 86 per cent of schools in Wales have registered to use the tool.

Also part of the project is the [Online Safety Resource](#), a programme of lessons and supporting materials for all ages, which develop essential digital literacy skills in learners that can be integrated within the existing school curriculum with flexibility.

[Meic](#) is an information, advice and advocacy helpline for children and young people up to the age of 25, funded by the Welsh Government. It covers all issues of concern to this age group, including cyberbullying, internet safety, grooming and sexting.

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. The Council was established in 2008 and discusses and takes action on topical issues concerning children's use of the internet. In 2016, UKCCIS 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 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:

- 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
- Helpline: to provide support to professionals working with children and young people with online safety issues
- Hotline: an anonymous and safe place to report and remove child sexual abuse imagery and videos, wherever they are found in the world.

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 UK 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.

## **6.9 Awareness-raising about non-formal and informal learning and quality youth work**

### **Information providers / counselling structures**

There is no central source of information and guidance on non-formal, informal and youth work learning opportunities in Wales.

As the main providers or commissioners of youth services, [local authorities](#) are also the main providers of information on the learning opportunities, formal and non-formal, available in their local areas. Typically, each local authority provides the information on its website in 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. Local authority run libraries are also sources of information.

Careers Wales provides a [database of courses](#) available, including in non-formal learning. There is a separate search available for work-based learning.

[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. The tool has [mapped](#) more than 1.2 million social action opportunities for 11- to 25-year-olds.

### **Awareness raising initiatives**

The Welsh Government runs an annual [Youth Work Week](#) to provide youth workers and young people with the opportunity to celebrate the achievements and impacts of youth work. The week aims to:

- promote a wider understanding and support for youth work
- gain media coverage

- promote positive images of young people
- promote the benefits of youth work
- celebrate the contribution of youth work with young people.

It also organises an annual [Youth Work Conference](#). The 2017 conference focused on quality youth work provision for young people.

See also the article '[Raising awareness about youth volunteering opportunities](#)'.

## 6.10 Current debates and reforms

### Brexit

The result of the referendum on 23 June 2016, in which the UK voted to leave the European Union, and the triggering of Article 50 on 29 March 2017, has created uncertainty over future participation in European Union programmes. In *Securing Wales' Future: Transition from the European Union to a New Relationship with Europe*, issued in January 2017, the Welsh Government said (p. 7):

For students and researchers, we believe continued free mobility across Europe is in the best interests of Wales and the UK as a whole.

In a [speech](#) on 11 November 2016, the First Minister said

Post Brexit, we need a higher education system that allows institutions to continue to collaborate freely and to work together across Europe and the globe. A system that allows our students to travel and study in other countries and ensures Wales continues to be a welcoming place for those from abroad to learn and to work.

These collaborations must continue. We will work with universities to make sure that these bridges are maintained and strengthened in years to come.

The First Minister also set out the Welsh Government's key objectives for negotiations with the UK Government and the EU Commission. These included:

- to agree reciprocal arrangements regarding student tuition fees so that Welsh students studying in the EU pay local student fee levels and EU students studying in Wales are treated as UK students for the purpose of fees and the costs of study
- to participate in the post-study work visa scheme currently being piloted in four English universities
- to participate in the ERASMUS+ scheme of staff and student exchange
- greater outward mobility by students and staff studying and working in Welsh universities.

An [update](#) 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 continues beyond the point of the UK's exit date.

### Special Educational Needs (SEN)

At the time of writing (July 2017), there are separate systems for [SEN](#) up to age 16 and [Learning Difficulties and/or Disabilities](#) (LDD) for post-16, each of which is covered by separate legislation.

When enacted, the [Additional Learning Needs and Education Tribunal \(Wales\) Bill](#) will replace the current special educational needs framework with a unified legislative framework to support children and young people from birth to age 25 with [additional learning needs](#) (ALN).

The Welsh Government has three overarching objectives for the proposed new system:

- a unified legislative framework to support children and young people aged 0-25 with ALN in schools and further education
- an integrated, collaborative process of assessment, planning and monitoring with early, timely and effective interventions (including duties on health boards and local authorities to collaborate with each other to meet a child or young person's ALN through an Individual Development Plan)
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals (including requiring local authorities to make arrangements for avoiding and resolving disagreements).

Further [information](#) is available from the Welsh Government.

### **Relationships education**

On 1 March 2017, the Cabinet Secretary for Education [announced](#) that a new expert group was being set up to advise on healthy relationships education in the school curriculum.

The panel will provide advice and support on issues relating to the delivery of healthy relationships education within the curriculum. This includes a range of areas such as improving understanding of lesbian, gay, bisexual, and transgender issues, violence against women, domestic abuse and sexual violence, respect and consent, sexism and bullying.

No timescale for reporting was given.

### **Vocational qualifications**

[Qualifications Wales](#), the organisation responsible for regulating general and vocational qualifications in Wales, has launched a long-term [strategy](#) which aims to ensure that vocational qualifications meet the needs of learners, higher education providers and employers in a wide range of careers.

The strategy will feature a programme of reviews into qualifications in certain employment sectors. In conducting these sector reviews, Qualifications Wales will focus on the following core lines of enquiry:

- Are the range and nature of qualifications in each individual sector sufficient?
- Are the assessment arrangements of these qualifications effective, and are they reliable and valid?
- Is the provision of Welsh-medium assessment sufficient?
- Are the requirements of employers, higher education and the professions being met?
- Do the knowledge, skills and understanding requirements reflect current knowledge and best practice?
- Are the qualifications comparable with similar qualifications elsewhere – for example are they accepted if learners seek employment in other parts of the UK?
- Are qualifications in the sector provided efficiently and do they represent value for money?

### **Apprenticeship reform**

In February 2017, the Minister for Skills and Science launched the Welsh Government's new apprenticeship policy and five-year action plan, [Aligning the Apprenticeship Model to the Needs of the Welsh Economy](#).

The objectives which the Welsh Government intends to meet by 2020-21 include:

- improved performance measures for apprenticeships, including measures of employment outcomes
- clearer pathways into apprenticeships for 16- to 19-year-olds where opportunities/vacancies are openly promoted by employers to attract the best candidates



- increased awareness of apprenticeships by young people, parents and schools
- Increased integration and alignment between apprenticeships and further education delivery in technical and vocational subject areas for 16- to 19-year-olds.

The Welsh Government will focus on four priority areas:

- increasing the number of apprentices aged 16-19 by increasing the take-up of quality apprenticeships amongst school leavers
- addressing skills shortages by developing apprenticeships particularly in growth and emerging sectors such as the ICT, engineering, construction and financial and professional services
- developing higher level skills by focusing on apprenticeships at level 4 and above where returns tend to be higher
- developing skills pathways by integrating apprenticeships into the wider education system and making it easier for someone to enter into an apprenticeship from another learning route.

### Measuring post-16 outcomes

The Welsh Government held a consultation which ended on 1 May 2017, on a new consistent approach to measuring the outcomes of post-16 learning programmes delivered in school [sixth forms](#) and [further education \(FE\) colleges](#). The proposed approach would include a measure of retention.

Once the new measures are in place, the Welsh Government proposes to develop an online portal so that learners, parents and carers, employers and other interested parties can have access to information to inform decision-making. The working title for this portal is 'Post-16 Choices'. The Welsh Government will be consulting on this more widely with stakeholders, but no timescale has been given.

### New authority for higher and further education

On 31 January 2017, the Cabinet Secretary for Education [announced](#) that a new strategic authority is to be created to oversee skills, funding for research and the higher and further education sectors.

The announcement is part of the Welsh Government's response to Professor Ellen Hazelkorn's March 2016 report, *[Towards 2030: a Framework for Building a World-class Post-compulsory Education System](#)*.

The new body, which will be established following a consultation, is to be given responsibility for: planning; funding; contracting; ensuring quality; financial monitoring; audit; performance; risk; and leading on research funding. The current functions of the Higher Education Funding Council for Wales ([HEFCW](#)) would be transferred to the new authority, which would operate at arm's length from the Welsh Government.

At the time of writing (October 2017), the Welsh Government was [consulting](#) on proposals to create a new Tertiary Education and Research Commission for Wales that would:

- protect the interests of learners and make sure Wales has the skills needed to compete
- plan education and skills delivery across post-compulsory education and training (PCET)
- oversee and coordinate Welsh Government education, research and innovation funding
- develop better links between higher and further education and Welsh business.

## Changes to student support

The Welsh Government held a [consultation](#), which ended on 14 February 2017, on proposed changes to the student support package, following the report of the independent [Diamond Review](#) on higher education funding.

The proposals are aimed at:

- changing the tuition fee and maintenance support package for students resident in Wales who are studying at undergraduate or postgraduate level, in terms of sustainability and achievability, and in the light of ongoing budgetary considerations.
- ensuring that students with experience of a care setting (whether they themselves are, or have been, in the care of a public authority or are young carers) receive the maximum level of maintenance grant
- introducing a pilot scheme to explore the practicalities of extending the student support package beyond the UK and EU.

Changes will not be made before 2018.

## Online safety

In May 2017, the Cabinet Secretary for Education commissioned the development of a National Online Safety Action Plan. This will provide a strategic overview of how the Welsh Government will continue to enhance online safety support. Initial scoping work has been completed and development of the action plan is underway.

During October 2017, the Welsh Government is working with the [NSPCC](#) (National Society for the Prevention of Cruelty to Children) to run a 'Pupils voice' exercise to understand what children and young people see as the major issues in online safety. This consists of a young person friendly document which has been created by the NSPCC and will be published on the digital learning platform, [Hwb](#). The findings will inform the action plan.

## 7. Health and Well-Being

There is no body with specific policy responsibility for the health of children and young people. There are specific services, however, such as CAMHS (child and adolescent mental health services), school nursing services and school counselling services. These are among the topics covered in this chapter.

There has been a recent focus on improving levels of physical activity among children and young people, with a National Assembly committee conducting an inquiry on the subject. Furthermore, the [Public Health Wales Act 2017](#) has placed a requirement on the Welsh Government to develop a national obesity strategy.

### 7.1 General context

#### Main trends in the health conditions of young people

Trend data included in the *Children and Young People Wellbeing Monitor for Wales 2015*, shows a general improvement in young people's health and health behaviours:

- Rates of alcohol and tobacco consumption among children have fallen significantly in recent years, as have the number of referrals of children to substance misuse treatment services which reduced by 63 per cent between 2009/10 and 2013/14.
- The proportions of young people drinking weekly have declined substantially, after peaking in the late 1990s and early 2000s. As an example, among Year 11 pupils (aged 15 to 16), 57 per cent of boys and 45 per cent of girls reported drinking weekly in 1998; the proportions fell to 14 per cent of boys and 12 per cent of girls by 2013/14.

- The rate of teenage conception also decreased substantially between 2008 (64 per 100,000) and 2013 (43 per 100,000).
- Two negative trends are that rates of hospital admissions for self-harm appear to have increased for females aged 10 to 17 over a few years up to 2014, and there has been a long-term increase in the reported rate of chlamydia, although it is possible that this is attributable to increased awareness and diagnosis rather than increased incidence.

### Main concepts

No particular concepts identified.

## 7.2 Administration and governance

### Governance

There is no government body specifically responsible for the health of young people.

The Welsh Government, through its [Health and Social Services Group](#) is responsible for health and well-being policy making. Political responsibility is held by the [Cabinet Secretary for Health, Well-being and Sport](#), who oversees all aspects of the operation of the National Health Service (NHS) in Wales. The Cabinet Secretary is supported by the [Minister for Social Services and Public Health](#). The responsibilities of the Minister include:

- the national strategy and policy for community sport, physical activity and active recreation in Wales, including sponsorship of the Sports Council for Wales
- all aspects of public health and health protection
- promotion of walking and cycling, including the [Active Travel \(Wales\) Act 2013](#) (see '[Promoting and supporting sport and physical activity among young people](#)' in 'Sport, youth fitness and physical activity')
- substance misuse.

The [Health, Social Care and Sport Committee](#) of the National Assembly for Wales was established on 28 June 2016 to examine legislation and hold the Welsh Government to account by scrutinising expenditure, administration and policy matters. It completed an inquiry into the physical activity of children and young people in September 2017 (see '[Current debates and reforms](#)').

The areas of its oversight mainly concern physical, mental and public health and well-being, including the social care system.

The [Cabinet Secretary for Education](#), through the [Education Directorate](#), has responsibilities in relation to the provision of education on health, physical activity and sex and relationships. There is also joint working with the Cabinet Secretary for Health, Well-being and Sport in areas such as the school counselling service and child and adolescent mental health services (CAMHS).

The [Children, Young People and Education Committee](#) of the National Assembly for Wales examines legislation and holds the Welsh Government to account by scrutinising its expenditure, administration and policy matters, encompassing (but not restricted to): the education, health and well-being of the children and young people of Wales, including their social care (see '[Current debates and reforms](#)' for details of its inquiry into the emotional and mental health of children and young people).

At local level, frontline health care services are the responsibility of [NHS Wales](#), with services planned, commissioned and delivered through seven [Local Health Boards](#) and three NHS Trusts.

[Public Health Wales](#) is one of the three NHS Trusts. It provides public health advice and services to protect and improve health and well-being and reduce health inequalities, and aims to improve the quality, equity and effectiveness of healthcare services.

See the NHS Wales [website](#) for more information about the structure of the National Health Service in Wales.

[Sport Wales](#) is the national organisation which works on behalf of the Welsh Government to develop and promote sports and physical activity programmes in Wales. Local authorities and [National Governing Bodies](#) of sport work with Sport Wales to deliver Welsh Government policy. It also acts as an adviser to the Welsh Government and is responsible for distributing National Lottery funds to both elite and grassroots sport.

Local authorities have a central role when it comes to the provision of community sport and recreation facilities. These facilities and services include:

- indoor and outdoor leisure facilities
- sports pitches, playing fields and playgrounds
- cycle ways and cycle routes
- public parks and open spaces
- sports development schemes.

The office of the [Children's Commissioner for Wales](#) was established to be a champion for children and young people's human rights. It has responsibilities in relation to children and young people who are under 18, or under 25 if they have been in the care of a public authority.

Mental health and well-being have been included as priorities in the Commissioner's [strategic plan](#) for 2016-2019.

### **Cross-sectorial cooperation**

The Welsh Government established the Physical Activity Executive Group (PAEG) in 2013 to improve levels of physical activity in Wales through a coordinated, cross-government approach.

The group, which works with partner organisations such as Public Health Wales and Sports Wales, is developing a pan-Wales physical activity plan, building on the work of *Creating an Active Wales*, and *Climbing Higher* – the all-age sport and physical activity strategy for Wales (see '[National strategy \(ies\)](#)' in 'Sport, youth fitness and physical activity').

The bringing together of the key portfolios relating to health and well-being within the remit of the Minister for Social Services and Public Health and the Cabinet Secretary for Health, Wellbeing and Sport provides opportunities for increased coordination in this area. This includes, for example, joint working on areas such as school counselling services and Child and Adolescent Mental Health Services (CAMHS). See '[Improving the mental health of young people](#)' in 'Mental health'.

## **7.3 Sport, youth fitness and physical activity**

### **National strategy(ies)**

The first Welsh Government sport and physical activity strategy for all ages was published in 2005. *Climbing Higher* set out, for all ages, the strategic direction for sport and physical activity in Wales over the following 20 years.

*Climbing Higher* was supplemented, in 2009, by an all-age physical activity plan, *Creating an Active Wales*. 'Active Children and Young People' is one of the themes of the strategy. There are no actions in the strategy beyond 2015.

The Physical Activity Executive Group (PAEG, established by the Welsh Government in 2013, to increase levels of exercise, and involving Sport Wales and Public Health Wales) is [developing](#) a pan-Wales physical activity plan, building on the work of *Creating an Active Wales*.

The [2017/18 annual remit letter](#) for Sport Wales provides an indication of current Welsh Government priorities for sport and physical education. This includes that they should

contribute to the overall health and activity commitments in the Welsh Government's programme for government, *Taking Wales Forward 2016-2021*. The letter also required Sport Wales to carry out a review of its school sport programmes.

The independent review (*Review of Sport Wales : an Independent Report*), published in July 2017, concluded (p.7) that:

Welsh Government should produce a long-term policy statement and strategy for physical activity that clarifies the respective roles and responsibilities of Ministers, departments, agencies, sponsored bodies and others to deliver a healthy and active nation.

One of the recommendations of *Getting Wales Moving*, a joint report by [Public Health Wales](#) and [Sport Wales](#), is to develop, fund and implement a strategic ten-year plan that sets clear outcomes and goals for indoor and outdoor spaces for physical activity to support people in every community to enjoy being active.

The [Health, Social Care and Sport Committee](#) of the National Assembly for Wales is holding an [inquiry](#) into the physical activity of children and young people until 15 September 2017 (see [Current debates and reforms](#)).

### **Promoting and supporting sport and physical activity among young people**

In 2011, the Chief Medical Officers (CMOs) of Wales, England, Scotland 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 were that:

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: an Evidence-based Approach to Physical Activity*.

The Welsh Government funds [free swimming](#) during school holidays for those aged 16 and under at local authority-run leisure centres.

The [Welsh Government](#) also funds [Gemau Cymru](#), an annual bilingual event, which provides an opportunity for selected young athletes to compete in a high profile multi-sport event, and experience an athlete village environment, as preparation for a possible Olympic, Commonwealth or Paralympic sports pathway.

The [Sports Facilities Capital Loan Scheme](#) was introduced as a pilot by the Welsh Government in 2015/16. The scheme helps local authorities to support the development and provision of local sport and recreation facilities for all ages that:

- are modern, inclusive, attractive and accessible
- meet local needs
- are efficient and effective in raising participation levels in sport and physical activity
- maximise the use of the outdoors and the natural environment.

The [Football Association of Wales](#) (FAW), the [Welsh Rugby Union](#) (WRU) and [Hockey Wales](#), together with [Sport Wales](#), have formed the Collaborative Sports Facilities Group to establish a nationally agreed vision and model for clubs, and to increase participation through appropriately located and fit-for-purpose artificial playing surfaces. In allocating its funds and resources, the Group considers the sharing of facilities, location, better

access to facilities for women and girls, and ensuring facilities complement each other rather than compete.

The Welsh Government also supports grassroots football via Sport Wales, which provides annual funding to the [Football Association of Wales Trust](#), the body responsible for the development of grassroots football in Wales. The Trust aims, in particular, to increase participation by women and girls.

The [Young Ambassador](#) programme aims to empower and inspire young people to become leaders through sport, who help and encourage their less active peers to participate.

Young Ambassadors are recruited, trained and deployed in schools, colleges and universities across Wales. The expectation is that a Young Ambassador will:

- be the young person's voice for physical education (PE) and school sport in their school and community
- promote the positive values of sport
- be a role model and champion for PE and school sport
- increase participation opportunities and encourage healthy lifestyles.

The Young Ambassador programme is run in partnership between Sport Wales, the [Youth Sport Trust](#) and the sport development team in each local authority.

The [Active Travel \(Wales\) Act \(2013\)](#) places a requirement on local authorities to continuously improve facilities and routes for walkers and cyclists of all ages, and to prepare maps identifying current and potential future routes for their use. The Act also requires new road schemes to consider the needs of pedestrians and cyclists at design stage. Under the Act, both the Welsh Government and local authorities have a duty to promote walking and cycling as a mode of transport. In 2016, the Welsh Government published its active travel [action plan](#).

In summer 2017, Sport Wales undertook an [audit](#) of indoor sport facilities and playing pitches across the country. Once the information from the audit has been collated and processed, every school will have access to a national tool, which will include an interactive map showing what is available or planned across their area and to which they can add information on their own facilities. Schools will then be able to use the tool to inform their physical education (PE) and sport planning and how they might avail of facilities other than their own.

The Welsh Government sends Sport Wales an annual remit letter. This confirms the amount of funding being provided and sets out the priorities and targets which Sport Wales should focus on in that year. The [remit letter](#) from the Welsh Government to Sports Wales for 2017/18 says:

The investments you make must proactively address the health, equalities and tackling poverty agendas. In supporting the delivery of '[Taking Wales Forward](#)', they should support young people from deprived areas and develop new opportunities for our poorest young people, people who are disabled and other under-represented groups.

(*Taking Wales Forward* is the Welsh Government's programme for government for 2016-2021.)

### Physical education in schools

Physical education is compulsory at both Key Stage 3 (ages 11-14) and Key Stage 4 (ages 14-16) of secondary education.

The [programme of study](#) for physical education says (p. 11) for Key Stage 4:

Physical education fosters a growing sense of personal responsibility for a healthy and active lifestyle through developing activities that can be enjoyed and sustained in the school and the community. Learners may choose the area of experience they know they



enjoy and select activities they want to develop. There are opportunities to work collaboratively and refine skills in the creative, adventurous or competitive activities of choice. There are opportunities to develop skills of leadership, make informed judgements and develop advanced technical skills.

There is a focus on health, fitness and well-being activities. This area includes opportunities for students to:

- select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being
- plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals.

In addition to developing their skills, knowledge and understanding of physical education through health, fitness and well-being activities, students are expected to engage in an activity or activities from at least one other area selected from creative, adventurous or competitive activities.

There are no requirements for taught time.

The Welsh Government-funded [5x60](#) programme aims to increase the number of secondary age pupils taking part in sport or physical activity for 60 minutes, at least 5 times a week. The programme complements existing sport and physical education (PE) provision in schools, through a range of extra-curricular sport and physical activity sessions. Schools/individual teachers are free to select the pedagogical tools they use.

Teaching and learning resources are available on the Hwb, the online digital learning hub for Wales. The Association for Physical Education ([afPE](#)), the UK PE subject association, also provides some free resources and tools.

### **Collaboration and partnerships**

Partnerships are [encouraged](#) under the 'community focused school' approach, although government funding for the scheme ended in 2011.

Community focused schools provide a range of services and activities, often beyond the school day, to help meet the needs of pupils, their families and the wider community. This may include direct provision of sports activities on school premises, or allowing sports clubs and community groups to make use of school sports facilities.

The Public Policy Institute for Wales (PPIW) published a report on [Increasing the Use of School Facilities](#) in 2016.

Sport Wales' [Community Sport Strategy 2012-2020](#), emphasises the importance of partnership working between the public, private and third sectors.

## **7.4 Healthy lifestyles and healthy nutrition**

### **National strategy(ies)**

Under the [Well-being of Future Generations \(Wales\) Act 2015](#), certain public bodies, including local authorities and [local health boards](#), have a duty to contribute to the achievement of a number of well-being goals. One of these goals is 'A Healthier Wales - a society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.'

In 2012, the Welsh Government published a [Tobacco Control Action Plan](#), covering the period up to 2020. This is an all-age action plan, but one of its four strategic areas is 'reducing the uptake of tobacco use, especially amongst children and young people'.

The Action Plan set a target of reducing smoking levels to 20 per cent by 2016 and to 16 per cent by 2020, with the ultimate aim of a smoke-free Wales where the harm from tobacco has been eradicated.

Action Area Two, reducing the uptake of smoking, has two strands:

- preventing young people from starting to smoke
- reducing access to tobacco products by young people.

A [Tobacco Control Delivery Implementation Board](#) was set up to carry the strategy forward.

Measures which have been legislated for include:

- Since 6 April 2015, small shops less than 280 square metres have had to cover their tobacco displays. Large stores removed their tobacco displays in December 2012.
- From 1 October 2015, it became illegal to smoke in private vehicles when someone under the age of 18 is present.
- From 1 October 2015, it became an offence to sell electronic cigarettes to someone under the age of 18. Purchasing these products on behalf of a minor was also made an offence.

The [Public Health Wales Act 2017](#) prohibits the handing over of tobacco and/or nicotine products to a person under the age of 18.

In September 2017, a new delivery plan for the tobacco control action plan was published, covering the period 2017-2020. This reviewed progress, including the reduction in tobacco consumption to 19 per cent by 2016/17. It also takes account of new UK-wide legislation, which has required that, since 20 May 2017, tobacco products are sold only in drab-coloured packaging, with large graphic images on the front and back of the packets to highlight the negative health effects of smoking.

New actions concerning young people include:

- securing the ongoing engagement and involvement of children and young people in the development and implementation of smoking prevention plans
- reviewing actions to reduce the availability of tobacco to young people under the age of 18 in light of the best international evidence, and making recommendations for action in Wales (e.g. test purchasing and penalties for suppliers).

*Working Together to Reduce Harm: Delivery Plan 2016 – 2018* outlines actions for the final three years of the Welsh Government's 10-year substance misuse strategy, *Working Together to Reduce Harm*, published in 2008. This is an all-age strategy, but has a focus on young people.

The delivery plan for the final three years aligns the substance misuse agenda with the goals set out in the [Well-being of Future Generations \(Wales\) Act 2015](#).

Key actions in the plan include to:

- raise awareness of the harms associated with substance misuse with young people up to 24 years old
- ensure appropriate educational programmes are available across Wales
- ensure access to substance misuse services for children and young people
- engage with key stakeholders (including children and young people) to review the [guidance](#) on the provision of children and young people's substance misuse services.

Under the plan, 'Area Planning Boards' are also to work with Community Alcohol Partnerships (see '[Encouraging healthy lifestyles and healthy nutrition for young people](#)') to develop local initiatives to tackle under-age drinking and anti-social behaviour. Area Planning Boards (APBs) were established in 2010 as part of the new arrangements to deliver *Working Together to Reduce Harm*. The APBs were intended to provide a regional framework to:

- strengthen partnership working and strategic leadership in the delivery of the substance misuse strategy
- enhance and improve the key functions of planning, commissioning and performance management.

The most recent [sexual health action plan](#) for Wales went up to 2015. This has not subsequently been refreshed or replaced. Key themes of the all-age plan concerning young people were ensuring a rights-based approach; encouraging the participation by children and young people in the development of sexual health information and services; and the importance of sex and relationships education, both in schools and other settings:

Some of the young people most vulnerable to teenage pregnancy or sexual ill health may not attend school or may respond better to SRE [sex and relationships education] delivered in a community based setting. Training and guidance needs to be developed to support those delivering SRE outside the school setting. For example, Young Offenders Institutions, residential homes, Further and Higher Education settings, and the youth sector (p.10).

### **Encouraging healthy lifestyles and healthy nutrition for young people**

The Welsh Government's [programme for government](#) for 2016-2021 contains a commitment (p.8) to:

work with schools to promote children and young people's activity and awareness of the importance of healthy lifestyle choices.

The [Welsh Network of Healthy School Schemes](#) launched in 1999. This developed from the [European Network of Health Promoting Schools](#), and is a national network of local healthy school schemes which support schools in their area to promote health.

The 'Healthy School' is one which takes responsibility for maintaining and promoting the health of all who 'learn, work, play and live' within it, not only by formally teaching pupils about how to lead healthy lives, but by enabling pupils and staff to take control over aspects of the school environment which influence their health. It actively promotes, protects and embeds the physical, mental and social health and well being of its community through positive action.

Within the scheme, there are seven different health topics that schools need to address:

- food and fitness
- mental and emotional health and well-being
- personal development and relationships
- substance use and misuse
- environment
- safety
- hygiene.

An independent assessment for the [National Quality Award](#) takes place once a school has reached Phase 6 of the local healthy school scheme, after eight to nine years of active involvement.

In 2015, the [Healthy and Sustainable Higher Education / Further Education Framework](#) was developed as an extension of the healthy schools programme. Both programmes are managed by [Public Health Wales](#).

The framework is split into six health topics and four aspects of college and university life. The health topics cover mental and emotional health and wellbeing, physical activity, healthy and sustainable food, substance use and misuse, personal and sexual health and relationships, sustainable environment.

The aspects of college and university life cover; governance, leadership and management; facilities, environment and service provision; community and communication; and academic, personal, social and professional development.

The UK-wide [UK Healthy Universities Network](#) is part of a global movement which helps its members to develop and implement 'whole university' approaches to health, well-being and sustainability. It seeks to build a strong movement of universities committed

to creating health-enhancing cultures and environments; enabling people to achieve their full potential; and contributing to the well-being of people, places and the planet.

The Network aims to facilitate peer support, share information and guidance, advocate for Healthy Universities and encourage research and development.

[The Healthy Eating in Schools \(Nutritional Standards and Requirements\) \(Wales\) Regulations 2013](#) place a duty on local authorities and the governing bodies of maintained (publicly funded) schools to promote healthy eating in schools.

To ensure they are serving nutritious food to learners schools must:

- not serve confectionery (such as chocolate and sweets) and savoury snacks (such as crisps)
- increase the availability of fruit and vegetables
- limit the number of times that meat products and potatoes cooked in fats and oils are served each week
- serve only healthy drinks, such as water and milk.

Guidance is available from the Welsh Government for [schools](#) and [youth work settings](#).

The School Holiday Enrichment Programme (SHEP), '[Food and Fun](#)', is a school-based programme that provides good quality meals, food and nutrition sessions, physical activity and enrichment sessions to children in deprived areas during the summer holidays.

In 2016, the [Welsh Local Government Association](#) (WLGA) piloted the SHEP model nationally in ten schools, working with five local authorities and three local health boards. Cardiff University provided an [evaluation report](#) in January 2017.

The Welsh Government part-funded a further roll-out of the programme in 2017 to 39 school settings across 12 local authorities in all seven regional health boards, enabling approximately 1500 children to access at least 12 days of Food and Fun over the six-week summer holiday.

[Community Alcohol Partnerships](#) (CAP) is a [Community Interest Company](#), which encourages local partnership working to tackle under-age alcohol misuse and associated anti-social behaviour.

Individual CAP schemes bring together local retailers and licensees, trading standards, police, health services, education providers and other local stakeholders to tackle these problems. While CAP is funded mainly by alcohol retailers and producers, local schemes may receive funding from a range of other sources, e.g. local authorities and Police Forces.

The [All Wales School Liaison Core Programme](#) (AWSLCP) is a crime prevention programme funded jointly by the Welsh Government and the four Welsh Police Forces. The programme focuses on:

- drugs and substance misuse
- social behaviour and community
- personal safety.

The programme involves formal lessons delivered by uniformed police in the classroom. Information and resources for teachers, pupils and parents to enable them to follow up on the lessons provided by the School Community Police Officers are available on the [schoolbeat](#) website.

The [School Health Research Network](#) is a network of secondary schools in Wales who have joined up with researchers, the Welsh Government and other organisations to support young people's health.

Its aim is to improve health and well-being through helping schools in Wales to work with researchers to generate and use good quality evidence about health improvement.

## Health education and healthy lifestyles education in schools

Health education is included within Personal and Social Education (PSE), which is a curriculum requirement at both Key Stage 3 (ages 11-14) and Key Stage 4 (ages 14-16) of secondary education.

Health and emotional well-being is one of the themes of PSE, with the aim of equipping learners 'to live safe, healthy lives'. Within health and well-being, learners are expected to be given opportunities to 'accept personal responsibility for keeping the mind and body safe and healthy', and to have opportunities to understand:

- the short and longer term consequences when making decisions about personal health
- the personal, social and legal consequences of the use of legal and illegal substances
- the factors that affect mental health and the ways in which emotional well-being can be fostered
- the statutory and voluntary organisations which support health and emotional well-being
- how to access professional health advice and personal support with confidence.

The wellbeing of learners is an aspect of the area of inspection wellbeing and attitude to learning under [Estyn](#), the inspectorate's [common inspection framework](#). According to the [guidance handbook](#) for secondary schools, under the wellbeing heading, inspectors should consider how well pupils:

understand how to make healthy choices relating to diet, physical activity and emotional wellbeing, including how to keep themselves safe online. They should consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities.

### Further information:

*Personal and Social Education Framework for 7 to 19-year-olds in Wales* (WG, 2008)

*Thinking Positively: Emotional Health and Well-being in Schools and Early Years Settings* (WG, 2010)

*Food and Fitness in the Curriculum in Wales* (WG, 2009)

In Key Stages 3 and 4, pupils in maintained (publicly funded) schools must also be provided with sex and relationships education (SRE) for which the Welsh Government provides a range of [guidance documents](#).

SRE is included within the framework for Personal and Social Education (PSE). Learners at Key Stage 4 (ages 14-16) are expected to be given opportunities to 'develop a responsible attitude towards personal relationships', and to have opportunities to understand:

- the range of sexual attitudes, relationships and behaviours in society
- the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
- the features of effective parenthood and the effect of loss and change in relationships.

The UK-wide [PSHE Association](#), the subject association for personal, social, health and economic education, makes available a wide range of teaching resources.

On 1 March 2017, the Education Secretary [announced](#) that a new expert group was being set up to advise on healthy relationships education in the school curriculum (see '[Current debates and reforms](#)').

## Peer-to-peer education approaches

Girlguiding Cymru [Peer Educators](#) are Guiding Members aged 14 to 25 (Senior Section) who have attended a basic training weekend and run sessions on a variety of topics, including health-related ones, for their peers. This includes members of the Girlguiding movement and young people outside the movement aged 7+.

The Volunteering Matters '[Sex Matters Too](#)' project uses a peer-led approach to help raise young people's awareness of issues surrounding healthy relationships, while aiming to increase protective factors against potential exploitation. Young volunteers, aged 16-25, are trained to deliver workshops on sex and healthy relationships to their peers. The project is funded by the Big Lottery.

The Filter [Future Leaders](#) project, run by Ash (Action on Smoking and Health) Wales, and supported by the Erasmus+ programme and the Welsh Government, aims to empower young people to educate their peers about important smoking-related issues specific to their communities. The project seeks to develop young people and help them create their own training plan and resources to deliver workshops and sessions to their local youth centres or schools.

[Sexpression:UK](#) is a UK-wide, student-led independent charity that empowers young people to make decisions about sex and relationships through the provision by university students of sex education workshops in schools and community settings. The scheme delivers informal, near-peer lead sessions on bodily changes and puberty; safe sex, STIs (sexually transmitted infections) and contraception; sex and consent; relationships and abuse; sexual orientation and gender and sex and the media. The core offer focuses on 14- to 18-year-olds.

## Collaboration and partnerships

No information available.

## Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

Public Health Wales, through its [Public Health Network Cymru](#), is the main provider of public health information and services for all ages. Topics covered include alcohol, substance misuse, mental health, sexual health, smoking, obesity, physical activity and nutrition.

The Wales (all-age) Drug and Alcohol Helpline, also known as [DAN 24/7](#) is hosted by the Betsi Cadwaladr University Health Board with funding provided by the Welsh Government. It offers a free bilingual helpline service for individuals, their families, carers and support workers seeking access to information or help relating to drugs and/or alcohol.

The (all-age) [Time to Change Wales](#) anti-stigma campaign is delivered by a partnership of three leading Welsh mental health charities and receives lottery, charity and Welsh Government funding. It aims to improve knowledge and understanding about mental illness and so raise awareness and remove stigma and discrimination.

The Welsh Government has also been running the [Change4Life](#) campaign since 2010. Its aim is to suggest small achievable changes that families can make to live healthier lives. The campaign began in response to particular concerns regarding rising levels of obesity.

[Meic](#) is a helpline service for children and young people up to the age of 25, funded by the Welsh Government. It provides advice, information and advocacy on all areas of concern to children and young people.

The Filter project, funded through the Big Lottery, raises awareness of the effects of smoking and runs cessation projects. Information is provided through [a website](#), workshops in schools, youth centres, [Pupil Referral Units](#), young parent groups, etc. and social media.



## 7.5 Mental health

### National strategy(ies)

The all-age mental health strategy for Wales, published in 2012, is based on the requirements of the [Mental Health \(Wales\) Measure 2010](#), which places legal duties on health boards and local authorities to improve support for people with mental ill-health.

*Together for Mental Health* is deliberately inclusive of all age groups, while recognising the need for age-appropriate approaches. Previously there had been separate strategies for children, for adults of working age, and for older people, but service user feedback had identified the points of transition between services as being vulnerable to breakdowns in care and treatment, so the all-age approach has been adopted. For children and young people, the strategy states (p. 16) that services should 'focus on the early detection of risk and the development of resilience and life skills, embedding the principles of the UNCRC' (United Nations Convention on the Rights of the Child).

The strategy is implemented through three-year delivery plans, which set out the key actions for the Welsh Government and stakeholder agencies in the statutory and voluntary (third) sectors. The current delivery plan covers the period 2016-19 and implementation is through partnerships between local authorities and local health boards. The [National Mental Health Partnership Board](#), which comprises representatives of services users, carers, professional groups, and the statutory and voluntary sectors, monitors the achievement of the targets outlined in delivery plans.

The [2016-19 delivery plan](#) includes two priority areas for children and young people:

1. children and young people are more resilient and better able to tackle poor mental well-being when it occurs
2. children and young people experiencing mental health problems get better sooner.

The first priority has the goals of:

- developing the resilience and emotional well-being of children and young people in Wales in educational settings
- supporting children and young people aged 0 to 25 with [additional learning needs](#) (ALN), including those who have mental health needs
- improving the well-being of children and young people at risk of poor mental well-being, with particular attention given to children in vulnerable groups such as children with sensory impairments, learning disabilities, children and young people who offend, children who have experienced trauma, those [looked after](#), those living in poverty, young carers and those no longer in education.

The second priority has the goal of:

- enabling all children and young people experiencing mental health problems to access appropriate and timely services as close to their home as practical, and to ensure that transition to adulthood is effectively managed.

### Suicide

The Welsh Government's all-age [suicide and self-harm prevention strategy](#) covers the period 2015 to 2020. *Talk to Me 2* contains six general objectives:

- further improving awareness, knowledge and understanding of suicide and self-harm amongst the public, individuals who frequently come in to contact with people at risk of suicide and self-harm and professionals in Wales
- delivering appropriate responses to personal crises, early intervention and management of suicide and self-harm
- providing information and support for those bereaved or affected by suicide and self-harm

- supporting the media in responsible reporting and portrayal of suicide and suicidal behaviour
- reducing access to the means of suicide
- continuing to promote and support learning, information and monitoring systems, and research, to improve understanding of suicide and self-harm in Wales and guide action.

Children and young people with a background of vulnerability are identified (p.20) as priority groups:

Children and young people with limited employment prospects and a background of vulnerability including adverse childhood experiences, socio-economic deprivation, low educational attainment, drugs and alcohol misuse and mental health issues are particularly at risk. Looked after children, care leavers, children and young people in contact with the youth offending system, and others – such as those who might find themselves not in education, employment or training - may also be exposed to many of these risk factors.

Local health boards, [Public Health Wales](#), local authorities and the voluntary (third) sector are primarily responsible for implementation of the strategy.

Specific actions concerning children and young people identified in the strategy's [objectives](#) supplement include:

- the development of a bilingual suicide and self-harm prevention website, to include specific sections addressing, for example, schools, young people and further education / higher education students
- the reduction of access to online information which promotes or encourages suicide and self-harm methods, including creating a safer online environment for children and young people, improvements to e-safety education, and the further raising of public awareness
- the promotion of staff and pupil awareness training, and the development of support and guidelines on managing the consequences of suicide and self-harm in schools.

### Improving the mental health of young people

**School counselling services:** Under the [School Standards and Organisation \(Wales\) Act 2013](#), local authorities have a duty to provide an independent counselling service in respect of health, emotional and social needs for children and young people in their area. For school-based services, this duty applies to all secondary school pupils.

[Statutory guidance](#) on the provision of independent counselling services was published by the Welsh Government in June 2013. Prior to the development of the statutory guidance, the British Association for Counselling and Psychotherapy and the Welsh Government jointly published an [operating toolkit](#) for school-based counselling in 2011.

The service is funded through the [Revenue Support Grant](#) to local authorities.

The **school nursing service** (see 'Stakeholders' in 'Mechanisms of early detection and signposting of young people facing health risks') also has a role in the promotion of emotional well-being and in supporting the mental health needs of school-age children. Schools nurses have a particular role in improving well-being and resilience.

**Together for Children and Young People (T4CYP)** is a multi-agency [service improvement programme](#), launched in February 2015, and led by the National Health Service in Wales. It looks at ways to improve emotional and mental health services provided for children and young people in Wales.

Two of the areas which the programme focuses on are:

- promoting wellbeing and resilience
- early identification and intervention.

See the Together for Children and Young People [framework](#) for more information.

**Child and Adolescent Mental Health Services (CAHMS):** CAMHS offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties (See the section on '[Health Care](#)' in 'Access to Quality Services' for more information on CAMHS).

In 2016, the Welsh Government issued non-statutory guidance, *Collaborative Working between CAMHS and the Counselling Service* (for children and young people). The guidance aims to improve joint working between these services and other partners to help ensure that children and young people are safeguarded and receive the most appropriate treatment.

On 25 September 2017, the Cabinet Secretaries for Health and Education jointly announced a pilot scheme to improve cooperation between schools and CAMHS (see '[Current debates and reforms](#)').

A Higher Education Funding Council for Wales (HEFCW) [circular](#) provides information and identifies current practice on promoting and supporting mental health and well-being in higher education in Wales, in line with the Welsh Government's mental health strategy *Together for Mental Health*. Higher education institutions' tuition fee plans must reflect the principles of the strategy and include provision of appropriate support services.

The National Assembly for Wales' Children, Young People and Education Committee conducted an [inquiry](#) into improving the emotional and mental health of children and young people in Wales. The inquiry ran until 29 September 2017 (see '[Current debates and reforms](#)').

## **7.6 Mechanisms of early detection and signposting of young people facing health risks**

### **Policy framework**

The [Families First](#) programme is designed to improve outcomes for children, young people and families. It places an emphasis on early intervention, prevention, and providing support for whole families, rather than individuals.

The programme promotes greater multi-agency working to ensure families receive coordinated support when they need it, and early enough to prevent problems escalating.

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, GP practices and local health boards. Young people are signposted to a wide range of projects and programmes operated at local level, often by voluntary (third) sector organisations or charities with government funding.

### **Stakeholders**

The Team Around the Family (TAF) is one of the five key elements of the Families First programme (see 'Policy framework' above). It refers to the model of support which oversees and co-ordinates the interventions received by families through the programme. As the needs of families being supported by Families First are broader than one service can address, a TAF involves the coordination of multiple agencies in delivering services which take account of the needs of individual families and of the whole family.

'Together for Children and Young People' (see '[Improving the mental health of young people](#)') also focuses on early identification and intervention.

CAMHS (child and adolescent mental health services) adopt a tiered approach to intervention, which aims to prevent problems from escalating. At Tier 1, young people will generally be identified as potentially in need of support by, for example, a teacher, GP, school nurse or health visitor and signposted to CAMHS. Further signposting to more

specialised services may follow after assessment. CAMHS teams include a range of professionals, such as specialist child and adolescent psychiatrists, psychologists, psychotherapists and social workers. Team members may also include educational psychologists, art therapists or speech and language therapists. (See the section on '[Health Care](#)' in 'Access to Quality Services' for more about CAMHS).

School nurses provide and coordinate health intervention and public health programmes on a range of issues. The school nursing service is in a good position to identify potential and actual problems at an early stage and to be proactive in providing early intervention and advice.

The *School Nursing Framework* includes in the description of the core service for secondary schools to 'offer appropriate advice and signposting to support a pupil and their parents / carers when health related issues arise'.

The size of a school nursing team depends on the size and needs of individual schools. The school nurse, as team leader, is responsible for coordinating its work with local health and social care teams, teachers, youth workers, parents, etc.

### Guidance to stakeholders

'Learning sets' are one of the five key elements of the Families First programme (see 'Policy framework' above). Learning sets offer a structured format for groups of staff, agencies and local authorities involved in the programme to come together and share learning at a local, regional and national level. Each local authority has a programme of learning sets to share learning about Families First. The team responsible for evaluating the programme has developed a web-based discussion forum for staff.

The Welsh Government issued non-statutory [guidance](#) on the Families First programme in 2017.

Public Health Wales has provided [information](#), primarily for the multi-agency programme board which oversees implementation the Together for Children and Young People programme (see '[Improving the mental health of young people](#)') on risk and protective/resilience factors in relation to children and young people's mental health.

### Target groups

Target groups vary according to the intervention area. As an example, the Families First Programme [guidance](#) identifies risk factors which may predispose young people to require support from targeted youth services. These include:

- experience of being bullied
- exposure to adverse experiences such as parental substance misuse, family conflict, parental imprisonment, domestic violence or poor parental mental health
- negative influences from peer groups
- poor family relationships and a lack of family support
- poor support networks outside of the family.

### Funding

Services to support the early detection, signposting and treatment of young people facing health risks, such as CAMHS and schools nurses, are funded by the Welsh Government, usually through the health budget provided to NHS Wales.

## 7.7 Making health facilities more youth friendly

*Improving the Patient Experience: Friendly Healthcare Environments for Children and Young People* issued by NHS Wales in 2004, and amended in 2013, says (p.17):

The separate needs of adolescents may be best met by providing separate facilities, but this is not always the case, and flexibility is often important [...]. Where there is choice, then the views of the young person need to be taken into account.

*Health Building Note 23: Hospital Accommodation for Children and Young People*, issued by NHS Wales in 2004 and amended in 2013, covers general functional and design considerations involved in providing hospital facilities for children and young people.

## **7.8 Current debates and reforms**

The [Health, Social Care and Sport Committee](#) of the National Assembly for Wales is conducting an [inquiry into the physical activity of children and young people](#).

It issued a call for evidence to run between 20 July and 15 September 2017, with the following terms of reference:

- What do we know about physical activity levels in children in Wales? How robust is the data on this issue?
- What differences exist in gender-based attitudes towards, and opportunities for, participation in physical activity in Wales?
- To what extent are Welsh Government policies aimed at whole populations and / or particular groups, and what impact does the approach have on addressing health inequalities?
- What are the barriers to increasing the levels of physical activity among children in Wales, and what examples are there of good practice in achieving increases in physical activity, and in engagement with hard to reach groups, within Wales, the UK and internationally?
- What physical activity guidelines exist / should exist and how can we benchmark physical fitness in children?
- How can we measure and evaluate the effectiveness of the Welsh Government's programmes and schemes aimed at promoting the physical activity of children?
- Does Welsh Government spending to promote exercise in children offer value for money?
- What is the role of schools, parents and peers in encouraging physical activity, and the role of Sport Wales, NHS Wales and Public Health Wales in improving levels of physical activity?

The [Public Health Wales Act 2017](#) requires the Welsh Government to develop a national obesity strategy. At the time of writing (September 2017), no information on any preliminary work was available.

On 1 March 2017, the Education Secretary [announced](#) that a new expert group was being set up to advise on healthy relationships education in the school curriculum. The panel will provide advice and support on issues relating to the delivery of healthy relationships education within the curriculum. This includes a range of areas such as improving understanding of lesbian, gay, bisexual, and transgender issues; violence against women; domestic abuse and sexual violence; respect and consent; and sexism and bullying.

No timescale for reporting was given.

In 2017, the National Assembly for Wales' [Children, Young People and Education Committee](#) conducted an [inquiry](#) into improving the emotional and mental health of children and young people in Wales. The inquiry, which ran until 29 September 2017, follows on from the [report](#) of the Fourth (previous) Assembly's Children, Young People and Education Committee's 'Inquiry into Child and Adolescent Mental Health Services (CAMHS)', published in 2014, which found that the level of CAMHS provision was not sufficient to meet the needs of children and young people in Wales.

Shortly before the conclusion of that inquiry, the then Minister for Health and Social Services announced a 'root and branch review' of CAMHS to 'modernise and redesign the service for the future'.

In addition, on 25 September 2017, the Cabinet Secretaries for Health and Education jointly [announced](#) a pilot scheme to strengthen the support provided to schools from CAMHS

The objectives of the pilot scheme are to:

- provide support for teachers to better understand childhood distress, emotional and mental health problems, and to reduce stress experienced by teachers concerned about their pupils, by upskilling them to recognise and deal with low level problems within their competence
- ensure that, when issues are identified that are outside teachers' competence and skills, specialist liaison, consultancy and advice is available to enable the young person to be directed to more appropriate services such as CAMHS or local primary mental health support services, and to support the teacher and school in providing for the young person's educational needs
- ensure that systems are in place to share appropriate information between CAMHS and schools, that shared care arrangements are agreed for those young people requiring more intensive support, and that arrangements are in place to escalate / de-escalate arrangements as the young person's needs dictate.

Initially operating as a pilot programme, the initiative will commence by the end of 2017 and cover two full academic years, concluding in the summer of 2020. The results will then be evaluated.

On 19 September 2017, the Welsh Government published *Prosperity for All: the National Strategy*, building on the headline measures in its programme for government, *Taking Wales Forward*.

Among the actions included in the strategy were for the Welsh Government to :

- create 'ACE aware' public services which take a more preventative approach to avoid ACEs (Adverse Childhood Experiences) and improve the resilience of children and young people
- pilot Children First areas, to support the better integration of services to reduce the numbers of ACEs and improve the resilience of children and young people.

**Note:** Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present

More [information](#) on Adverse Childhood Experiences is available from Public Health Wales.

## **8. Creativity and Culture**

Creativity and culture are fostered in Welsh schools through the [Curriculum Cymreig](#). This is a whole-school approach to promoting Welsh culture and heritage through the school curriculum, including through extra-curricular activities.

The National Endowment for Music, a joint initiative between the Cabinet Secretary for Education and the Cabinet Secretary for Economy and Infrastructure, was announced in February 2017 to support young people to develop their talents in music. The Arts Council of Wales will be funded to set up the endowment fund which is expected to generate money to fund additional music activities for young people across the country.



## 8.1 General context

### Main trends in young people's creativity and cultural participation

The Children's Omnibus Survey, which has been coordinated annually by [Arts Council of Wales](#) since 2007, provides data on young people's attendance and participation in arts events and activities. The survey data originates from interviews with a sample of young people aged between seven and 18 years. Headline findings from the [2016 Omnibus Survey](#) show the following trends:

- 82.9 per cent of young people interviewed reported attending an arts event at least once a year, which is an increase on attendance levels recorded in 2010 (76.3 per cent), but represents a decrease on levels recorded in 2015 (88.7 per cent)
- more girls (85.9 per cent) than boys (80.0 per cent) reported attending arts events at least once a year, a trend which has been noted in 2014
- young people from higher socio-economic backgrounds were found to be more likely to attend arts activities than young people from lower socio-economic backgrounds (87.9 per cent compared with 78.5 per cent)
- 86.3 per cent of young people reported participating in arts activities at least once a year, which is an increase on participation levels in 2010 (76.3 per cent), but represents a decrease on levels recorded in 2015 (88.5 per cent)
- more girls (90.4 per cent) reported participating in the arts than boys (82.3 per cent), a gap which has increased since 2015
- young people from higher socio-economic backgrounds reported having higher rates of active participation in the arts (90.8 per cent) compared with young people from lower socio-economic backgrounds (82.3 per cent).

### Barriers to accessing cultural experiences

Professor Dai Smith's [Independent report for the Welsh Government into Arts in Education](#) (2013) identifies a number of barriers challenging young people's participation in cultural experiences as follows:

- the **cost** of transport means access to the arts outside of schools can be expensive; additionally, many schools charge pupils for instrument lessons
- the **delivery** of arts is inconsistent across Wales; moreover, rural schools are at a disadvantage due to smaller staff teams, slower internet connections and higher travel costs
- there is a **decline in individuals** training to work as secondary school art, music and drama teachers
- the **administration** associated with inviting artists into schools can be prohibitive: insurance and criminal records checks (known as DBS checks) are expensive to carry out
- the **school accountability system** (overseen by [Estyn](#), the education inspectorate), focuses on outcomes for literacy and numeracy, so marginalising creativity and the arts, which are perceived as 'soft options' and are increasingly becoming extra-curricular activities
- **awareness** of opportunities and the local 'arts offer' varies from school to school.

Additionally, Professor Smith notes that involvement with cultural activities in Wales is linked to an individual's socio-economic background (which includes location, upbringing or aspiration) and concludes that accessibility should be increased for children and young people from disadvantaged backgrounds.

### Main concepts

The Welsh Government's strategy, [Light Springs through the Dark: A Vision for Culture in Wales](#) (2016), defines 'culture' as

the arts, music, literature and heritage [...] all of the creative activities that give people purpose, and a sense of belonging and identity.

The value of arts and culture is framed in several ways:

- as a means of improving literacy and numeracy, and reducing the attainment gap between young people from disadvantaged backgrounds and their peers ([An Independent report for the Welsh Government into Arts in Education](#), Smith, 2013)
- as a mechanism for developing confidence, skills and employability ([Light Springs through the Dark: A Vision for Culture in Wales](#), Welsh Government, 2016)
- as a means to break the cycle of poverty and promote social justice ([Culture and Poverty: Harnessing the power of the arts, culture and heritage to promote social justice in Wales](#), Andrews, 2015).

As outlined in Professor Smith's [report into arts education in schools](#) (2013), 'the arts' include

the making, performance, expression or appreciation of one or more of the following art forms: music; drama; dance; film and digital media; visual arts and design; literature and creative writing.

The report goes on to highlight that the 'arts in education' involves two key elements:

First, using the arts as a pedagogical tool to improve student performance and achievement across the curriculum and [second], visiting arts venues or working with arts practitioners in order to enhance knowledge and understanding of a particular subject.

## **8.2 Administration and governance**

### **Governance**

The Directorate of Culture, Sport and Tourism (which oversees culture) and the Education Directorate (which oversees youth work) are responsible for creativity and cultural activities for young people in Wales.

### **Public bodies**

Other main actors include agencies and public bodies working with the Welsh Government, of which:

- [Arts Council of Wales](#), which funds arts and cultural projects and develops new places and ways for individuals to take part in the arts
- the [British Council](#), which is the UK's international organisation for cultural relations and educational opportunities
- [Estyn](#), the education inspectorate
- Higher education institutions, such as the [Royal Welsh College of Music and Drama](#) which is the national conservatoire of Wales, and the University of South Wales and its [Faculty of Creative Industries](#)
- [National Library of Wales](#), which homes the national collection of Welsh manuscripts, the National Screen and Sound Archive of Wales and over 6.5 million books and periodicals
- [National Museum Wales](#), which represents seven different museums
- [Welsh Books Council](#), which promotes literacy and reading and provides a focus for the publishing industry
- [Royal Commission on the Ancient and Historical Monuments of Wales](#), which develops and promotes the understanding of the archaeological, built and maritime heritage of Wales
- the [Heritage Lottery Fund](#), which protects heritage sites across the UK.

Main non-public actors include the following:

- [National Youth Arts Wales](#), which provides training and performance experiences for talented and committed young people interested in theatre production and performance
- [Arts Alive Wales](#), which uses the arts to inspire, engage and enhance the quality of life of individuals in local communities
- [Cadw](#), working to create accessible and well-protected historic environments
- the [members of Arts Portfolio Wales](#), which receive funding from the Arts Council of Wales.

### Cross-sectorial cooperation

The [All-Wales arts and education programme](#) involves schools working with artists and arts, heritage and cultural organisations to complement teaching across the curriculum; the programme has two strands:

- [Regional Arts and Educational Networks](#), which work with schools, the Regional Education Consortia and stakeholders in the education, arts, creative, cultural and heritage sectors to increase and improve arts experiences in schools
- [Experiencing the Arts](#), which provides children and young people with opportunities to engage with cultural and arts activities as part of a wider learning experience; it comprises two main projects entitled [Go and See](#), which offers funding for schools to organise trips to high-quality arts events, and [Creative Collaborations](#), which funds schools to work in a sustained way with arts organisations.

The All-Wales Arts and Education Programme forms one half of the Creative Learning Plan, developed by the Welsh Government in its strategy document, [Creative learning through the arts](#) (see '[Existence of a national strategy](#)' in the article 'National strategy on creativity and culture for young people' for more information).

For details of the cross-sectorial cooperation in the youth sector generally, see the article on '[Cross sectorial 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

[Young Creators](#), which was published by Arts Council of Wales in 2011, is the national strategy on creativity and culture for young people.

Note that [Creative learning through the arts - an action plan for Wales 2015-2020](#), which was published by the Welsh Government and Arts Council for Wales in 2015, is a school-based strategy. It outlines three key aims, which feed into each other and the Welsh Government's education priorities of improving literacy, numeracy and reducing the impact of disadvantage. The strategy underlines the importance of using the arts and creative approaches in the curriculum both as a means to tackle low aspiration and levels of engagement and as a means to raise standards in numeracy and literacy.

Moreover, [Light Springs through the Dark: A Vision for Culture in Wales](#), which was published by the Welsh Government in 2016, is not specific to young people. It underlines the Welsh Government's commitment to creative activities, outlining both programmes and initiatives which are already underway and future commitments. The strategy highlights the ways in which these activities can positively contribute to different policy areas in Wales, including the [Well-being of Future Generations Act 2015](#) and the current [Programme for Government \(2016-21\)](#).

### Scope and contents

Young Creators focuses on nine key proposals for action, as follows:

- improving access to the arts

- challenging barriers to participation
- developing and funding arts of the highest quality
- supporting practical improvement initiatives of the arts in schools
- developing youth talent
- developing new spaces to foster creativity
- supporting initiatives offering practical assistance to individuals seeking careers in the arts and creative industries
- working in partnership with key players
- involving children and young people in reviewing, monitoring and prioritising the Art Council's Work.

The strategy highlights the importance of focusing on children and young people's creativity and ensuring that participation in the arts should be open to everyone. It underlines Arts Council of Wales' commitment to reflecting the cultural identity of Wales as a bilingual and multicultural country; tackling the barriers which prevent participation and offering young people space environments in which to participate in the arts; and making sure that more young people are able to enjoy the arts and achieve their creative potential.

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

Arts Council of Wales is ultimately responsible for the implementation of the strategy, although several key partners are mentioned to ensure its success, including: the Welsh Government; Local Authorities; Estyn and the Welsh Joint Education Committee; schools, colleges and higher education institutions; the Children's Commissioner; the Youth Justice Board; and artists and arts organisations across Wales.

### **Revisions/updates**

Arts Council of Wales published its first strategy for arts and young people in 2000. The strategy was far-reaching, aiming to access young people both inside and outside school and through the work of organisations in the voluntary, public and private sectors.

## **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 to young people's access to culture. The focus of these programmes is largely on countering financial and geographical constraints, although the final example programme aims to reduce social obstacles to young people's participation.

- the [All-Wales arts and education programme](#), which is funded by the Welsh Government and Arts Council of Wales, increases opportunities for artists and cultural organisations to work with teachers and learners in schools; the programme has two strands, which are the Regional Arts and Educational Networks and Experiencing the Arts (see the subheading '[Cross-sectorial cooperation](#)' in the article on 'Administration and governance' for more information)
- the [Every Child a Library Member](#) initiative, which was started in 2013 and is funded by the Welsh Government, allows children to borrow books, use computers and the internet and access homework help, all for free
- [Go and See](#), which helps schools take young people out to experience arts and cultural activities; funding of up to £1000 is available to cover transport, entry costs and refreshments
- the [People's Collection Wales](#), which is a central online resource for digital collections of the main heritage institutions across Wales; it enables users to add local knowledge to the thousands of items already uploaded or upload stories and photos from their own communities (note that this initiative is not specific to young people)

- [My digital library](#), which gives users free access to e-magazines, e-books and e-audiobooks (note that this project is not specific to young people)
- [Kids in Museums](#), which works with museums to help them create more welcoming environments for children and organises the annual [takeover day](#)

### Disseminating information on cultural opportunities

Initiatives aimed at informing young people of opportunities to access cultural environments include:

- [Rawffest](#), an annual youth arts festival that is planned and programmed by young people, for young people; the festival gives participants the chance to develop skills in the arts and develop their entrepreneurial skills by encouraging them to lead, curate and staff the festival
- the [Year of Legends 2017](#), a campaign aimed at attracting visitors to heritage sites, events, regions and cultural activities across Wales (note that this campaign is not specifically aimed at young people).

### 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 Wales include the following:

- [Urdd](#), which gives children and young people the opportunity to socialise and learn in the Welsh language, and is funded by the Welsh Government through the Welsh Language Board
- the [Makers guild in Wales](#), which runs a schools and colleges programme involving practical art and craft workshops and guided tours of craft work exhibitions
- the [Youth Ambassadors Scheme, Blaenavon](#), which enables young people to discover the World Heritage Site, gives them a voice in its management, manage and participate in workshops and receive training and qualifications
- the [People's Collection Wales](#), a central online resource for digital collections of the main heritage institutions across Wales; it enables users to add local knowledge to the thousands of items already uploaded or upload stories and photos from their own communities (note that this initiative is not specific to young people)
- [Sain](#), which provides access to Welsh music of all kinds (note that this is not specific to young people)
- the [Curriculum Cymreig](#), developed by Learning Wales, is a whole-school approach to promoting Welsh culture and heritage through the school curriculum, including extra-curricular activities.

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

#### Secondary school curriculum

Design and technology, information and communication technology (IT), art and design and music are all compulsory subjects for pupils in Key Stage 3 (ages 11-14):

- the programme for [design and technology](#) teaches pupils to design and make products by combining their skills with knowledge and understanding and introduces them to human achievements and ideas which have shaped the world; pupils are encouraged to be innovative and enterprising in their activities, whilst having regard for environmental and sustainability issues
- the programme for [information and communication technology](#) enables pupils to identify and question bias in sources they encounter and teaches them a range of ICT skills to find, analyse, communicate, present and share information whilst maintaining the need to check the accuracy of their work; pupils are taught to

become increasingly aware of the social, ethical, moral and economic effects of ICT in wider society

- [art and design](#) teaches pupils to make connections between their creative investigations and own work and the work of other artists and designers; pupils' creativity and imagination are stimulated, as they are encouraged to challenge assumptions, look at things from a different perspective, be receptive to new ideas and make informed judgements and take practical decisions to communicate their ideas and feelings
- the programme for [music](#) aims to engage pupils with making music through active involvement in performing, composing and appraising musical pieces; pupils develop their sensitivity to and understanding of music alongside developing musical skills relating to the control, manipulation and presentation of sound.

Additionally, some schools use the pupil deprivation grant in support of [arts and cultural activity](#). The grant provides additional funding from the Welsh Government to help them overcome the barriers faced by learners aged five to 15 from disadvantaged backgrounds.

The curriculum at Key Stage 4, which is driven by external qualifications, does not include any of the above as compulsory subjects, although pupils must be at least offered the opportunity to study arts, media, culture and technology at this stage if they so wish.

### Curriculum reform

According to [Qualified for Life](#), which outlines the Welsh Government's plans for reforming the [Welsh curriculum](#), one of the four purposes of the curriculum is to ensure that all children and young people will be

enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively and responsibly; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.

### Welsh Baccalaureate

In order to complete the [Welsh Baccalaureate](#), a post-16 qualification available at Key Stage 4, pupils must study a 'core' of five component subject areas alongside traditional academic and vocational qualifications (known as 'options'). Through different projects which form the 'core', learners must develop key skills in areas such as communication, information and communication technology, problem solving and improving own learning and performance. 'Core' content includes units covering heritage and cultural perspectives and developing entrepreneurial, innovation and business skills.

### Further education and training

A number of schemes and programmes enable young people to develop skills in the arts, gaining qualifications through apprenticeship schemes, such as the following:

- [Wales Millennium Centre Creative Apprenticeship Scheme](#), which takes on two apprentices each year to train and develop their skills in technical theatre production
- the [Youth Ambassadors Scheme, Blaenavon](#), which enables young people to discover the World Heritage Site, gives them a voice in its management, manage and participate in workshops and receive training and qualifications
- 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; the college aims to provide the creative industries with diverse and highly skilled professionals and, although it 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 budget reductions in all countries of the UK in recent years, and other changes in resourcing in Wales, some youth organisations no longer offer support for young 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

A number of specialised training initiatives and programmes for professionals exist:

- the arts are included in the [Masters in educational practice](#) unit on poverty
- guidance from Estyn, the education inspectorate, is available on [Improving Literacy through Creative Learning](#) and [Cross-curricular themes that develop pupils' key skills](#)
- the [Arts, Literacy and Numeracy Toolkit](#), developed by the Arts Council of Wales, which includes creative and practical ideas for teachers and artists related to incorporating literacy and numeracy in the teaching of arts subjects
- the [Lead Creative Schools Scheme](#), which aims to foster new ways of working in schools, so improving the quality of teaching and learning; the scheme sees creative professionals working with teachers in order to shape programme and curriculum development and better address some of the challenges facing their school
- [Hwb](#), a digital learning platform launched by the Welsh Government in 2012, is aimed at both teachers and learners, enabling them to share resources, boost the IT skills of teachers and promote a culture of digital citizenship for learners; as a virtual learning environment, Hwb encourages collaborations amongst teachers and between teachers and students, supporting the learning of all pupils aged three to 19 in Wales; Hwb's [Creative Learning zone](#) is a dedicated area designed to support the aims of the Government's [Creative learning through the arts strategy](#) (see '[Existence of a national strategy](#)' in the article 'National strategy on creativity and culture for young people' for more information)
- the [Creative and Cultural Skills network](#), a UK-wide network which works with education providers to shape the next generation of creative practitioners.

## 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 [All-Wales arts and education programme](#), which involves schools working with artists and arts, heritage and cultural organisations to complement teaching across the curriculum (see the subheading '[Cross sectorial cooperation](#)' in the article on 'Administration and Governance' for more information)

- the [Youth Ambassadors Scheme, Blaenavon](#), which enables young people to discover the World Heritage Site, gives them a voice in its management, manage and participate in workshops and receive training and qualifications
- [Night out](#), which enhances access to the arts in local communities; their Young Promoters Scheme gives young people the opportunity to learn practical skills by putting on an artistic event in their local community - they may do anything from working in the Box Office, as part of the stage management team or as a promoter for the event itself
- [Arts Alive Wales](#), which uses the arts to engage, inspire and enhance the quality of life of individuals living in rural communities; their [Portfolio and Portfolio + projects](#) are aimed at young people with a special talent and interest in art
- [Welsh Millennium Centre Take Part programme](#), which offers workshops, performance opportunities, a tour and talk visits for schools (note that this programme is not specific to young people).

## **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:

- [Night out](#), which enhances access to the arts in local communities; their Young Promoters Scheme gives young people the opportunity to learn practical skills by putting on an artistic event in their local community - they may do anything from working in the Box Office, as part of the stage management team or as a promoter for the event itself
- [Youth Ambassadors Scheme, Blaenavon](#), which enables young people to discover the World Heritage Site, gives them a voice in its management, manage and participate in workshops and receive training and qualifications
- [Rawffest](#), an annual youth arts festival that is planned and programmed by young people, for young people; the festival gives young people the chance to develop skills in the arts and develop their entrepreneurial skills by encouraging them to lead, curate and staff the festival
- [Film in Afan](#), which provides a mobile cinema that is run and programmed by the local community, including schoolchildren (note that this project is not specific to young people)
- [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 [Arts Award Wales](#), which involves young people developing their arts practice and arts leadership skills through five progressive levels
- [Big Ideas Wales](#), which inspires young people to consider becoming involved in the business sector and allows them to explore creativity in educational settings (note that the initiative is not specific to arts and cultural enterprise); it also provides them with business advice, workshops and a Bootcamp Challenge
- the [British Council](#) offers young people opportunities to make new connections with creative partners worldwide, through a range of [programmes](#), each focussing on a different country/region and art-form.

## **8.7 Fostering the creative use of new technologies**

### **New technologies in support of creativity and innovation**

A number of programmes foster access to and use of new technologies, including:

- the [Creature Battle Lab](#), and online game which allows users to create 3D characters and use them to battle characters made by other users
- the [Digital Innovation Fund](#), which enables the arts in Wales to use digital technology as a means to tackle problems and explore new ideas, making the arts more sustainable (note that this programme is not specific to young people)Facilitating access to culture through new technologies

### **Facilitating access to culture through new technologies**

- [Hwb](#), a digital learning platform launched by the Welsh Government in 2012, is aimed at both teachers and learners, enabling them to share resources, boost the IT skills of teachers and promote a culture of digital citizenship for learners. As a virtual learning environment, Hwb encourages collaborations amongst teachers and between teachers and students, supporting the learning of all pupils aged three to 19 in Wales. Hwb's [Creative Learning zone](#), launched in 2015, is a dedicated area designed to support the aims of the Government's [Creative learning through the arts](#) strategy (see '[Existence of a national strategy](#)' in the article 'National strategy on creativity and culture for young people' for more information).

Moreover, many local and national organisations are increasingly digitising their collections online, 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 such initiatives include '[My digital library](#)' and '[The People's Collection Wales](#)' (see '[Reducing obstacles to young people's access to culture](#)' and '[Knowledge of cultural heritage amongst young people](#)' respectively, in the article on '[Promoting Culture and Cultural Participation](#)').

## **8.8 Synergies and partnerships**

### **Synergies between public policies and programmes**

Please see the subheading '[Cross-sectoral cooperation](#)' in 'Administration and Governance'.

### **Partnerships between the culture and creative sectors, youth organisations and youth workers**

As outlined in the Welsh Government's strategy, [Creative learning through the arts](#) (see '[Existence of a national strategy](#)' in the article 'National strategy on creativity and culture for young people' for more information), two main programmes are the focus of their work in the area:

- the [All-Wales arts and education programme](#), which involves schools working with artists and arts, heritage and cultural organisations to complement teaching across the curriculum; the programme has two strands, [Regional Arts and Education Networks](#) and [Experiencing the Arts](#) (see the subheading '[Cross-sectoral cooperation](#)' in the article on 'Administration and governance' for more information on both of these)
- the [Lead Creative Schools Scheme](#), which aims to foster new ways of working in schools, so improving the quality of teaching and learning; the scheme sees creative professionals working with teachers in order to shape programme and

curriculum development and better address some of the challenges facing their school.

## **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:

- [Night out](#), which enhances access to the arts in local communities; their Young Promoters Scheme gives young people the opportunity to learn practical skills by putting on an artistic event in their local community - they may do anything from working in the Box Office, as part of the stage management team or as a promoter for the event itself
- [Arts Alive Wales](#), which uses the arts to engage, inspire and enhance the quality of life of individuals living in rural communities (note that this initiative is not specific to young people); their [Portfolio and Portfolio + projects](#) are aimed at young people with a special talent and interest in art
- [Fusion](#), which is funded by the Welsh Government, encourages individuals to take an active part in culture, heritage and the arts in order to be empowered; the programme is aimed at creating cohesive communities and encourage the use of the Welsh language, meaning that it addresses many of the goals of the [Well-being of Future Generations Act 2015](#) (note that this programme is not specific to young people).

### **Combating discrimination and poverty through cultural activities**

Programmes and projects aimed at combating discrimination and mitigating the effects of poverty include:

- [Go and See](#), which helps schools take young people out to experience arts and cultural activities; funding of up to £1000 is available to cover transport, entry costs and refreshments
- the Welsh Government encouraging schools to use the pupil deprivation grant, which provides additional funding to schools to help them overcome the barriers faced by learners from disadvantaged backgrounds, in support of [arts and cultural activity](#)
- the [Egypt Centre](#), which runs a young volunteers programme open to all children over the age of 11; the programme involves children of wide abilities, socio-economic backgrounds and ethnic groups, often with issues of self-esteem or having had trouble with the traditional education system
- [Valleys Kids](#), which supports children and families through the arts; their ARTWORKS programme uses drama, theatre, music, dance and film to support disaffected young people tackle issues they might encounter
- [Film in Afan](#), which provides a mobile cinema that is run and programmed by the local community, including schoolchildren (note that this project is not specific to young people)
- [Arts Alive Wales](#), which uses the arts to engage, inspire and enhance the quality of life of individuals living in rural communities (note that this initiative is not specific to young people); their [Portfolio and Portfolio+ projects](#) are aimed at young people with a special talent and interest in art
- [Pioneer Areas](#), which improve cultural access to disadvantaged communities in Wales (note that this is not specific to young people).

## 8.10 Current debates and reforms

In line with plans outlined in [Light Springs through the Dark](#) (Welsh Government, 2016), the creation of a National Endowment for Music was [announced](#) in February 2017. The new Endowment will create sustainable musical opportunities for young people across Wales, supporting them to develop their talents.

Moreover, as outlined in [Light Springs through the Dark](#), key future Government policy actions related to young people's participation in the arts will involve:

- establishing 'Creative Wales' as a new body to support the creative industries, promoting closer working with the education sector in order to ensure that young people are being trained with the skills required for the creative sector
- establishing 'Historic Wales' as a new body working to encourage heritage and cultural institutions to work more closely
- creating 100,000 high quality apprenticeships, a significant number of which will be arts-based.

## 9. Youth and the World

Issues of sustainability and eco-friendliness are developed as part of education in global citizenship. Students who take the Welsh Baccalaureate qualification (see '[Innovation in formal education](#)') cover global issues as part of a Global Citizenship Skills Challenge.

In 2015/16, 66 projects related to European and/or international issues involving 450 young people were run by organisations in the youth work sector. The Eco-Schools programme, run by Keep Wales Tidy (which receives funding from the Welsh Government), empowers young people to make positive environmental changes to their school and wider community whilst building their key skills.

### 9.1 General context

#### Main concepts

Youth policies for Wales do not specifically refer to global issues such as climate change, green production and consumption, human rights, international development and the United Nations (UN) Millennium Development goals. However, the [Rights of Children and Young Persons \(Wales\) Measure 2011](#) places a duty on Welsh Ministers to have due regard to the UN Convention of the Rights of the Child (UNCRC). Article 12 of the UNCRC relates to children and young people's right to participate and have a say when decisions are being taken which will affect them, and have their opinions taken into account. See the article '[Young people's participation in policy making](#)' in the Chapter on 'Participation' for further information.

#### 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 touches on youth interest in global issues, these may not be specific to young people or to Wales.

Examples included below cover sustainable development and green patterns of production and consumption. No sources for youth 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 production and consumption**

[Research](#) carried out by Cardiff University in 2012 demonstrated that only just over one fifth (21 per cent) of 18-24- year-olds were 'very concerned' about climate change. Levels of concern about the effects of climate change on individuals personally were at their lowest for this age group, compared with older adults. Additionally, 18-24- year-olds 'tended to agree' with the idea of changing their behaviour to help limit climate change.

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 policy making in the field of global issues is, where it exists, covered by general youth participation arrangements, as outlined in the article entitled '[Young people's participation in policy-making](#)' in the Chapter on 'Participation'.

### **Cross-sectorial cooperation**

The [Pupil Participation Project](#) is led by the Welsh Government and involves cooperation between schools and local government to increase opportunities for all children and young people to participate in decision-making on issues which affect them. Information, guidance and materials for children and young people are provided on the [Pupil Voice Wales website](#). Please see this [information page](#) from the Welsh Government and the article on '[Learning to participate](#)' through formal, non-formal and informal learning in the Chapter on 'Participation' for further information.

## **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 (such as [Young Wales](#), [Funky Dragon](#), the [UK Youth Parliament](#), [local Youth Councils](#) and [Youth Voice](#)) to raise their concerns about global issues with national policy-makers. Note these forums are not specifically focused on young people's concerns at the global level.

Further information about these forums and [Pupil Voice Wales](#) 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. 300 participants made use of the opportunity to have their voices heard on global issues and the 17 Sustainable Development global goals; young people were 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. Examination specifications may cover global issues; for example, pupils studying for the Welsh Baccalaureate must study units within the [Wales, Europe and the World framework](#) (Welsh Government, 2013), which covers topics including active citizenship; social enterprise; encouraging sustainability; exploring alternative technology; recycling; 'greening' businesses; and global food sources.

#### **Non-formal learning**

Examples of non-formal learning opportunities and resources supporting young people's knowledge and understanding of global issues include:

- The [Council for Education in World Citizenship](#) offers young people a range of programmes to learn about and debate global issues, including running a model united nations, delivering talks related to global citizenship and sustainable development and organising a global citizenship conference aimed at teaching pupils about global food challenges.
- [Eco-Schools](#) is an awards programme aimed at raising awareness of environmental issues among school children, managed by [Keep Wales Tidy](#) and funded by the Welsh Government. Schools enrolled on the programme follow seven steps, ensuring that the initiative is pupil-led and involves hands-on, real-life world learning. Pupils 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.
- The [Citizenship Foundation](#) 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 EC and provides a number of resources related to global citizenship education and opportunities for young Oxfam ambassadors to communicate with their peers across Europe.

#### **Informal learning**

In 2015-16, 66 projects related to European and/or international issues were run by organisations in the youth work sector, as outlined by a StatsWales [publication](#). Drawing

on these results, the Welsh Government confirmed that 450 young people participated in these projects.

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 [GwirVol](#) and [#iwill](#) 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 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 include the [Global Learning Programme Wales](#), a network of schools across Wales which aims to equip its pupils to make a positive contribution to a globalised world; and the [Wales Alliance for Global Education](#), a group of organisations working to ensure that the education system supports Wales to become informed about social justice, contributing to a sustainable future for all. The Global Learning Programme is funded by the UK Government's [Department for International Development](#), while the Alliance for Global Education receives funding from the [Welsh Government](#).

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, including (but not limited to): [global trade](#) lesson plans and activities from Fair Trade Wales; [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**

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.

Further campaigns aimed at young people on global issues have been launched in Wales, 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

See links above.

### Key initiatives

See links above.

## 9.5 Green volunteering, production and consumption

### Green volunteering

The following top-level programmes and projects foster young people's participation in environmentally friendly or nature friendly initiatives. They are overseen by non-ministerial departments and agencies and other public bodies, as follows:

- the [Snowdonia Ecosystem project](#) holds practical conservation days to maintain and enhance the natural beauty of the Snowdonia National Park and specifically welcomes volunteers who are under the age of 18
- the [Pembrokeshire Coast National Park](#) runs a [Youth Ranger scheme](#) for people aged 16-25, supporting them to learn and develop skills and to get involved in a range of conservation projects in the area.

Additionally, the [Eco-Schools programme](#), run by [Keep Wales Tidy](#) (which receives funding from the Welsh Government), empowers young people to make positive environmental changes to their school and wider community whilst building their key skills. The programme is free for schools which are funded by their [local authority](#).

### Green production and consumption

The [Active Journeys Programme](#), which is being funded by the Welsh Government for three years and is delivered by [Sustrans](#), involves trained officers working with schools to create a culture where children choose to walk, cycle or use a scooter to get to school. Officers work with school leaders and champions to develop whole-school approaches to active travel, while a range of lessons are on offer to participating pupils.

## 9.6 Intercontinental youth work and development cooperation

### Intercontinental youth work cooperation

The [European Youth Information and Counselling Agency](#) (ERYICA), of which the Welsh Government is a member, is an independent organisation formed of national youth information coordination bodies and networks. It fosters cooperation in the field of youth information work and services and develops, supports and promotes youth information policy and practice at all levels. ERYICA ultimately works to uphold the right of young people to full and reliable information, helping them to make informed decisions and promoting their active participation in democracy.

For further examples of international youth work cooperation, see the article entitled '[Cross-border cooperation](#)' in the Chapter on 'Youth Policy Governance'.

### Development cooperation activities

See informal learning opportunities mentioned in the article on '[Raising awareness about global issues](#)'.

## 9.7 Current debates and reforms

In 2016, the Speaker of the [National Assembly for Wales announced](#) her intention to work towards the establishment of a youth parliament.

## Glossary

### A Level

A General Certificate of Education (GCE) A Level is a single subject [Level 3](#) qualification typically taken at age 18 after two years of post-16 study. Students typically take A Levels in 3+ subjects.

### Additional learning needs (ALN)

Additional Learning Needs (ALN) is a term that applies to children and young people aged 0 to 25 in early years, schools and further education, replacing the terms '[special educational needs](#)' (SEN) and '[learning difficulties and/or disabilities](#)' (LDD). Formal introduction of the term is subject to approval by the National Assembly for Wales of the [Additional Learning Needs and Education Tribunal \(Wales\) Bill](#).

### Awarding Organisation

An awarding organisation is a body recognised by the qualifications regulator 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.

### Community interest company (CIC)

A community interest company is a special type of limited company which exists to benefit the community rather than private shareholders. The company's assets must only be used to further its social objectives and there are limits on the money that can be paid to shareholders.

### 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](#). Traditionally, FE colleges offered mainly technical and vocational courses for school-leavers and adults, but now their missions are more varied and they are major providers of many types of learning, including full-time general education programmes for 16- to 18/19-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 in Key Stage 4. Higher grade GCSEs are Level 2 qualifications on the [Regulated Qualifications Framework \(RQF\)](#), and lower grades are Level 1. Students typically take GCSEs in 8+ subjects.

### 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; or a designated institution.

### Learning difficulties and / or disabilities (LDD)

The term 'learning difficulty' is defined in the [Learning and Skills Act 2000](#) as meaning those having 'a significantly greater difficulty in learning than the majority of people of that age, or having a disability which prevents the use of facilities generally provided by post-16 education and training providers'. A disability is defined under the Equality Act

2010 as a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. A young person aged from 16 to 25 with learning difficulties and / or disabilities may require additional support to that provided to their peers to succeed in education and training.

### **Local authority**

A local authority is an administrative unit of local government. There are 22 local councils in Wales with a variety of functions including education, public health, cultural and leisure services, youth services and housing.

### **Looked after child (LAC)**

A looked after child (LAC) is a child who, under the terms of the [Children Act 1989](#), 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.

### **National Vocational Qualification (NVQ)**

A National Vocational Qualification (NVQ) is a work-based qualification developed using agreed sector-wide standards.

### **Pupil Referral Unit (PRU)**

A Pupil Referral Unit (PRU) is a unit that provides education for pupils whose main education is other than at school, which they are unable to attend due, for example, to illness or exclusion. Legally a type of school, PRUs are intended to provide short-, medium- or long-term placements with a view to reintegrating pupils, as soon as practicable, in a primary, secondary or special school or to prepare pupils for transition to further education, training or employment.

### **Revenue Support Grant (RSG)**

The Revenue Support Grant is the main source of [local authority](#) funding. It is distributed to local authorities by the Welsh Government using a commonly agreed formula. Local authorities have discretion over how they spend their allocation of RSG on the services for which they are responsible, which include schools.

### **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. 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.

### **Special educational needs (SEN)**

Special educational needs (SEN) is defined, by the 1996 Education Act, as a learning difficulty or disability which calls for special educational provision to be made for a child of compulsory school age (up to 16). He or she has a learning difficulty or disability if s/he: 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.



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