



# Government Policy Announcements

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## Lost in translation? Home alone?

The Government launched two major policy papers just before Christmas 2011, and these have been somewhat lost as a result:

- a) *“Positive for Youth”*, Department for Education
- b) *“Building Engagement , Building Futures”*  
about getting young people aged 16-24 into Education, Training and Work,



# Relevance?

“Positive for Youth” is the DfE’s definitive statement on youth policy; some further detailed policies to follow.

- Want to show its scope
- Want to demonstrate that Surrey Youth Focus is aligned



## Positive for Youth What young people say:

- Families and parents are very important influences
- Young people want to be listened to and have their views heard, respected, and acted upon – alongside and equal to adults. Most young people feel a high degree of responsibility for themselves, their behaviour and their future.
- Young people want safe and attractive places to spend their leisure time, and they want available and affordable means of transport.
- Trusted professionals and other significant adults are important influences and role models
- Young people want access to advice and support from places they already go to such as their school, college, or youth centre. **They would like all of their services to be available in one place.**
- Young people want more support from schools to inform them of the pathways needed to achieve their goals if these are known, or support to help them find out about potential careers.
- Young people also want support from their parents to help them achieve their goals
- Young people **want adults to recognise the modern world in which they live**
- Young people feel negatively stereotyped in the media
- Young people are concerned about the gap between those who are materially well off and those who aren't.
- Young people worry about potential debts from higher education and their future employment and career prospects.



## Response to what young people want

Young people need supportive relationships with people they trust to help them develop their values and judgement, learn from experience, take responsibility, and manage pressures.

**Supportive parents and families** – who have the potential to be the most significant influence in the lives of young people. Society will also not place pressure on young people to grow up too quickly;

**Building strong communities** – that have a strong stake in the lives of their young people and in which young people feel a strong sense of belonging, can socialise safely with their peers, enjoy social mixing, experience spending time with older people, and develop relationships with adults they trust;

**Providing early help** – to inspire, support and protect those young people, particularly the most vulnerable and disadvantaged, who need more help than their families or communities are able to provide, or whose family situation puts them at risk.

### **Strong ambitions**

**Succeed in learning and work** – understanding the value of education and committed to developing their skills for employment;

**Live safe and healthy lives** – having the confidence and resilience to make informed decisions and manage risk; and

**Be active in society** – taking the initiative and demonstrating leadership to make a positive contribution to local communities and the wider world, with public and media recognition of their achievements.

### **Good opportunities**

- **Education** – through excellent teaching, high standards, and training and courses respected by universities and employers. Additional resources will support the attainment of those who are disadvantaged, who have special education needs or disabilities, or who would otherwise be excluded;
- **Personal and social development** – through opportunities for personal challenge and responsibility – including work experience, and relationships with adults they trust that help them develop the character, qualities and capabilities that they need to learn, build relationships, make informed choices, and become employable; and
- **Voice in society** – through opportunities to express their views and influence
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# Education

“Following the Wolf review, the Government is transforming **vocational education** to ensure that vocational qualifications are high quality and enable progression to higher education and sustainable employment.

Many young people are strongly motivated by employment and more good quality work-based training is needed to engage them. The Government has set out reforms to target Apprenticeships more on young adults”.



## Competitive sport

“**Competitive sport** provides a particular opportunity for young people to develop their character, resilience, and team working skills. The Departments for Education, Health, and Culture, Media and Sport are working closely together to ensure that every young person can experience the excitement and benefits of competitive sport through participation in the new School Games competition.”



## Work experience

**Work Experience:** “Many young people are motivated by contact with business and other employers. Part-time jobs can help young people understand the adult world of work, develop new skills, and learn the habits of punctuality and persistence.

Role models and mentors from the world of work, including those who have recently retired, can also be instrumental in helping young people to form aspirations and to be enterprising and entrepreneurial.”



## Youth work

**Youth Work:** “Locally-commissioned detached and centre-based youth work and youth workers make a vital contribution to the lives of many young people – helping engage them in their communities and supporting their personal and social development through informal learning”.



## NCS

“The Government is piloting National Citizen Service to support young people’s personal and social development and help to build a more integrated, responsible and engaged society.

This offers a common experience to 16 year olds from a wide variety of different backgrounds, including those with learning difficulties and or disabilities, through a demanding programme of high quality personal and social development and volunteering activity at a key point in their development. “



## Uniformed Organisations

“Many young people enjoy and benefit from their experience of activities with the Armed Forces. In many areas a wide range of partnerships exist between the Armed Forces and youth and community organisations and local authority youth services. Through the Ministry of Defence, the Government invests in Cadet Forces based both in schools and in communities.”



## Risk factors

- Poor emotional and mental health blights the lives of too many young people, preventing them from flourishing and achieving their potential.
- Supporting young people to make informed decisions about their sexual health is crucial to enabling them to fulfil their potential and contribute to society.
- The risk factors and many of the interventions for alcohol as well as drug misuse overlap.
- Levels of overweight and obesity in England continue to pose a major public health challenge. If a child is obese in their early teens, there is a high likelihood that they will become an obese adult with related health problems in later life.



## Those at risk

“Tragically, there are a range of young people in our communities who are particularly vulnerable and at risk of poor outcomes. This includes young people who need safeguarding against abuse or neglect, **young people in care, young people who are themselves carers, and homeless young people.** The Government wants to narrow the attainment gap between looked after young people and the rest and to make sure that care leavers are supported to stay on in education”.



## Involving Young people

- This section proposes that an approach based on **local partnership** is the best way to provide young people with more opportunities and better support, looking across and beyond public funding and drawing on the resources of communities, charities and other voluntary groups, and local businesses.
- Young people can play a valuable role as **young inspectors**, scrutinising and auditing the quality of provision and the progress being made to improve outcomes. When young inspectors are effectively trained and supported, many areas have found that they are able to provide valuable insights into how to improve service provision and reach target groups of young people more effectively.



## Workforce development

Workforce: A high quality workforce is central to improving young people's outcomes. The diversity of the youth workforce across different professions and sectors, and across paid and unpaid, and full and part time staff, has long been a key strength.

Recent reductions in spending by local authorities have reduced demand for skilled workers, and there is a risk that key skills, including commissioning skills, are lost from organisations as staffing levels reduce.



## The role of local infrastructure organisations

### Case study:

**Cumbria Youth Alliance** was set up in 1997 to bring strategic coordination and capacity building to the voluntary youth sector in Cumbria. It has grown from an initial 20 voluntary youth organisations to now having over 130 members. These range from small local youth projects to multi-million pound businesses who are themselves umbrella bodies with their own membership. An informal network brings together an additional 66 faith based groups who work with children and young people.

With significant reductions in available grant funding, and limited ability to raise income through charged-for services, the Alliance has faced significant challenges helping its members be successful and sustainable. Its approach has been to move beyond being solely an infrastructure support organisation to coordinating partnerships of organisations to deliver funded projects.

Being entrepreneurial in this way has enabled the Alliance to develop a sound financial base by reducing levels of dependency on individual funders, and by delivering cost effective programmes that meet identified needs while supporting a number of organisations at the same time. Staff include those with a business background who bring unique and much needed skills to the youth sector in difficult and economically challenging times.



## Social Finance

- **Access to capital:** To grow and invest for the future, many voluntary and community sector organisations need better access to capital. Local commissioners are also dependent on providers having access to working capital or bridging loans to enable payment by results-based contracts or social impact bonds.
- **Brokering greater involvement from business:** Many small and large businesses are keen to share their skills and experience and already provide pro bono work to support good causes. An increasing number of exemplary projects demonstrate that business leaders and their organisations can benefit from contributing greatly to the success of community-led projects for young



## Measuring success....

The Government will publish annually a data set that is more focused on positive outcomes than any previous set of performance measures. It will include:

- % of 16 to 18s reporting that they are satisfied with their lives;
- % of 16 to 19s volunteering;
- % of 16 and 17 year olds in education and work-based learning;
- % of 18 year olds in education, employment or training;
- % of young people aged 19 who have claimed free school meals achieving level 3 (to focus on improving their outcomes relative to others);
- % of 19 year olds achieving Level 2
- % of 10 to 17 year olds who have not had any contact with the criminal justice system (as measured by a reprimand, warning or conviction);
- % of 11 to 15 year olds misusing drugs and alcohol; and
- conceptions per 1000 15 to 17 year olds.



## **“Building Engagement, Building Futures”**

- About increasing the participation of 16-24 year olds into work
- Context is Raising of the Participation age so that all 16 or 17 yr olds are in education, or employment with training by 2015
- And the Wolf report ..importance of English and Maths etc



# Priorities

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



## Situation in Surrey

- Participation rate 14-19 at 88% in 2008/09 (from 82% in 2004/05)
- NEET figures static over last 5 years at around 1,000
- a further 800 to 1,000 are in Jobs Without Training (JWT), where their skills are not being developed for the employment opportunities of the future.
- The Audit Commission has estimated that a young person who is NEET costs an average of £56k in public money
- New “Surrey Young People Skills and Employability” strategy in development



## Surrey's Future Priorities

- **Leadership** – sector leadership across providers to develop coherent strategies for future provision, information, advice, guidance and support for young people.
- **Prevention** – developing an integrated approach to preventative work and alternative learning opportunities, with supporting information, advice and guidance for those at risk of not continuing in education, training or employment.
- **Provision** – commissioning and developing a range of flexible, local and accredited pathways, working with schools, colleges, training providers, employers and other organisations.
- **Reduction** – reducing the number of young people Not in Education, Employment or Training (NEET) through targeted one to one casework, with a scaled approach matched to need, to secure progression to education, training or employment and to increase retention.
- **Progression** – securing young people's progression to further learning or employment through accredited learning, with maths and English qualifications, and clear pathways for progression.