

Young People's Education and Skills Board

Vision and Strategy – Priority Setting

Item No: 5

Report by: Mary Vine-Morris **Job title:** Director
Date: 18 June 2012
Contact: Mary Vine-Morris
Telephone: 020 7934 9720 **Email:** Mary.Vine-Morris@londoncouncils.gov.uk

Summary This paper reports on the consultation, previously agreed by the Board, on a vision and strategy for young people's education and skills in London. The consultation endorsed the vision, produced critical priorities for action and identified key issues for joint work or further research with strategic partners.

Recommendations YPES Board members are asked to agree the revised vision and strategy document (annex 4), including the priorities (summarised in paragraph 4.1 below) and continuing dialogue with strategic partners on the issues for joint work or further research.

1 Background and Introduction

- 1.1 At previous meetings, the Board adopted the vision for young people's education and skills in London and agreed to consult with stakeholders in order to confirm the vision and seek agreement on its realisation.
- 1.2 The vision was agreed following considerable discussion with strategic partners represented in the YPES structure, including representatives of national, local and London government; providers/professionals in the education and skills sector; and business. The vision was set out in a consultation document: "London - Being the Best: The Vision for Young People's Education and Skills in London", which was published on a dedicated webpage on the London Councils site, accompanied with a call for evidence.

2 The consultation process

- 2.1 The consultation closed on 31 May 2012 and included:
 - The University of London: Institute of Education (IoE) was commissioned to become the Academic Partner to YPES. This established a long term relationship with the Centre for Post-14 Research and Innovation and an on-going challenge and scrutiny dialogue.
 - IoE produced "Young People's Participation, Progression and Transition to Higher Study and Work: A London perspective" a report that confirms the vision set out in the YPES document "Being The Best" and critically appraises the 'themes'

described in the document. The report provides analyses and synthesis of evidence in the key areas of: Curriculum/Provision; Careers; Progression & Destinations and Partnership/Collaboration. The report concludes with a series of key recommendations for further action, consultation and research. The Executive Summary of this paper is at Annex 1 and will be presented to the Board.

- IoE hosted a consultation event at the University of London on 4 May; the well-attended event resulted in a paper that has been made available to Board members on the YPES webpage.
- On 5 March the GLA, in conjunction with YPES and ALDCS, ran a Youth Transitions Event, hosted by Ernst & Young involving senior leaders across London. The workshop sought to develop new thinking and ideas to address youth transition challenges and improve support to young Londoners. The YPES team provided a robust evidence input into these discussions and the output from the event has contributed to the development of the Vision and the Strategy to realise it.
- *Learner Voice London* has been utilised to gather young people's views. A piece of active research was conducted with young people from a number of colleges and training providers across London on key topics (careers, preparation for employment and learner support) and resulted in a report and 3 short video clips which have been used to trigger further debate and discussion on the learner blog. In addition we received significant contributions from representatives of young people: Pupil Voice England, UK Youth Parliament and Centrepont.
- A significant document review – including proposals developed by London region AOC and WBLA for mayoral candidacy consideration.
- The consultation web page provided the means for contributions to be sent to YPES. Submissions were received from some local authority partners on their own commissions and enquiries about the needs of young people.
- Discussion with strategic partners was a significant activity in order to gauge the level of consensus on the priorities for action.

3 Alignment with strategic partners

- 3.1 There is considerable consensus emerging between key partners on the strategic priorities for young people's skills and employment in the capital.

London Enterprise Panel – Skills & Employment Working Group

- 3.2 The London Enterprise Panel (LEP), was set up to advise the Mayor of London on action designed to provide strategic investment to support private growth and employment in London, promote enterprise and innovation and the acquisition of skills for sustained employment in London and protect and enhance London's competitiveness. The Skills and Employment Working Group (SEWG), a sub-group of LEP, is specifically tasked with advising the Mayor on actions to promote the acquisition of skills for sustained employment in London.
- 3.3 The Working Group is charged with producing a Skills and Employment Plan and has agreed their top four priorities for skills and employment in London:
- Increasing levels of employer engagement
 - Enhancing 'user pathway' and support
 - Providing the right skills for the right jobs
 - Leveraging data to develop the London Skills & Employment Observatory

- 3.4 There is significant correlation across the identified priorities and opportunities for joint working. For information, a summary report of the LEP SEWG is at Annex 2.

Youth Transition to Adulthood

- 3.5 The Greater London Authority (GLA), London Councils and Association of London Directors of Children's Services (ALDCS) organised a collaborative event for senior leaders on 'Youth Transitions to Adulthood in London', delivered pro bono by Ernst & Young (E&Y). Subsequently the working group has met to develop an action plan for the 7 'big ideas' and actions (Annex 3).
- 3.6 The main outputs are to shape the strategic priorities for key London stakeholders and partnership boards' work plans. The 'big ideas' fit well with the YPES proposed priorities and this validation stage seeks to ensure agreement on shared, integrated principles on youth transitions and an action plan where:
- Some actions fit with and support existing projects/initiatives where these are working well but that may need scaling up or championing.
 - In other cases, new deliverables are proposed that would need further scoping and costing.

Mayor's Education Inquiry

- 3.7 The Mayor's Education Inquiry began in December 2011 and is due to publish its recommendations in September 2012. The Inquiry's First report indicated that the GLA will explore with stakeholders the idea of a London-wide careers service for maintained schools to opt into. Again there is a clear parallel with the proposed YPES priority for a 'careers entitlement for all young people'. The GLA are proposing to facilitate a meeting with YPES and LEP SEWG Board members to take forward these discussions collectively.

4 Consultation results

- 4.1 The consultation has endorsed the vision, identified priorities for action and given partners a mandate to take action. The emphasis now therefore moves to realising the vision, developing the strategies to implement its ambition and building the partnerships to deliver in the priority areas. A revised document, highlighting this change in emphasis is at Annex 4. The critical priorities are:
- 4.1.1 London's education and learning institutions and the business community should work better together to enable more young people to succeed;
 - 4.1.2 Young people should expect to exercise informed choices about their options, reach their potential and succeed;
 - 4.1.3 Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment; and
 - 4.1.4 Stakeholders should work collaboratively in the interests of young people.
- 4.2 There are also priorities that need to be discussed urgently with strategic partners so that a consensus on the action (and responsibilities for action) can be agreed:
- 4.2.1 Providing opportunities that help young people get on in life;
 - 4.2.2 Promoting a spirit of enterprise and entrepreneurship;
 - 4.2.3 Using public investment in the best interests of young people; and
 - 4.2.4 Developing new and more appropriate forms of partnership.

4.3 Further research and dialogue is also recommended in three key areas:

4.3.1 Shaping a curriculum for a 21st Century economy;

4.3.2 Strengthening vocational education in the capital; and

4.3.3 Delivering learning that supports and enables all young people to succeed.

5 Recommendations

5.1 YPES Board members are asked to agree the revised vision & strategy document (Annex 4), including the critical priorities (summarised in paragraph 4.1) and continuing dialogue with strategic partners on the issues for joint work or further research.

Young people's participation, progression and transition to higher study and work: A London Perspective

Executive summary

- 1 This report provides an initial exploration of issues related to young people's 14+ participation, progression and transition across London and the role of education providers, employers and the youth labour market in this process. The report was commissioned by London Councils: Young People's education & Skills Board and its findings endorse the priorities identified in *London – Being the Best: The Vision for Young People's Education and Skills in London*. The report uses a range of national and international literature, national data and, where available, London-specific data and reports, including those published by London Councils, to tease out key messages for policy-makers and practitioners. It also identifies areas where action needs to be taken to improve the education and life-chances of young Londoners, in particular 14-19 year olds, and where further research is required..
- 2 London is a complex city - economically, geographically and socially - which is reflected in opportunities for education and outcomes not only for Londoners as a whole, but for different groups of young people within the Capital. In several parts of the report we make a distinction between the performance of boroughs with high and low levels of multiple deprivation. These two perspectives suggest both a pan-London approach to economic and labour market issues and focused action on specific areas within the Capital.
- 3 Despite these differences, London 14-19 education has made significant progress in recent years - not only in GCSE attainment at 16 but also in Level 3 outcomes at 19 and in reducing the effects of poverty on education for 14-19 year olds. This has been the result of considerable investment and policy focus - notably London Challenge, Education Maintenance Allowance (EMA) and flexibilities at Key Stage 4.
- 4 However, a closer look at London trends suggests a more unsettling picture, which includes a continued borough and intra-borough variability of performance at Key Stage 4; a dip in performance at 17+ related to problems of retention and attainment in AS/A Level; the apparent lack of expansion of vocational provision post-16; low apprenticeship engagement and problematic labour market access for young Londoners.
- 5 The balance of gains and inherited problems could be decisively tipped by current government reforms at each stage of the 14+ participation, progression and transition process – changes to qualifications, institutional autonomy and diversity, the removal of the EMA, higher education fees and continuing austerity.
- 6 There is a need, therefore, for a more textured analysis, looking more closely at the recent progress of young people in boroughs with high levels of deprivation, how they are faring under current arrangements and their potential vulnerabilities in the new policy context.
- 7 At the same time, it is also important to be more systemic and London-wide in consideration of potential solutions, such as:
 - the organisation of a pan-London careers education, information, advice and guidance [CEIAG] entitlement;
 - creating a curriculum for London that explicitly promotes the skills and knowledge required for the future;
 - the development of vocational provision across the Capital;
 - the nurturing of progression routes to overcome existing barriers;
 - consideration of new forms of partnership that harness the energy and commitment of education professionals and social partners (e.g. education providers, voluntary and community organisations, employers, local authorities and regeneration agencies) that integrate 14-19 education and training more closely with employment opportunities, Apprenticeship and higher education.

- 8 The overall aim for the various social partners, working with London Councils, should be to collaborate in building an even better knowledge base of what is happening across London. On the basis of this shared understanding there could be a greater willingness to commit to the building of a 14+ high opportunity and progression education and training system across the Capital so that London can move decisively towards being a learning and employment city for all its young people. The suggestions of areas for action, consultation and further research outlined below offer a starting point in this direction.

Key areas for further consultation and action

Curriculum, performance and provision

- a. What curriculum and support measures can be put in place to improve attainment for all 14-19 year olds in London?
- b. Should there be a London Curriculum Entitlement for 14-19 year olds?

CEIAG, progression and destinations

- a. Should there be a pan-London approach to CEIAG and work-related learning and if so, who should be involved, in what and how?
- b. How can we develop a pan-London progression strategy that particularly strengthens vocational education in the Capital?
- c. What measures can be taken by social partners to improve employment opportunities for young Londoners?

Institutional arrangements, partnership and collaboration

- a. Is the 14+ Progression and Transition Board suggestion a useful one for London?
- b. If so, what and who would determine the membership, scope and geographical reach of each 14+ PTB and what would be the role of the YPES Board?

Key areas for further research

Curriculum, performance and provision

- a. What are the boroughs, particularly those whose students eligible for free schools meals are performing better than those in other boroughs, doing to achieve improved results?
- b. What are the effects of current government policy on curriculum, provision and performance at Key Stage 4 and post-16?

CEIAG, participation, progression and destinations

- a. What type of CEIAG and work-related learning provision is there in school sixth forms, sixth form colleges and FE colleges to support young people into employment as well as higher education at the key progression and transition points of 17 and 18?
- b. Which types of work-related activities and work experience and at what points have the maximum impact on young people's choice of provision, progression to further/higher study and transition to the London labour market?
- c. What are the internal progression/transition patterns of the 16-19+ phase in different parts of London and London as a whole (e.g. 17+ drop out, the take-up of Level 3 qualifications, completion rates in FE up to 19 and transition to employment)?
- d. To what extent does poverty play a role in post-16 performance in London and in what ways?

Institutional arrangements, partnership and collaboration

- a. What are the effects of institutional arrangements in London on young people's 14+ participation, progression and transition?
- b. What is the impact of current partnership working in the Capital on 14+ participation, progression and transition?

London Enterprise Panel: Skills and Employment Working Group

- 1 The London Enterprise Panel (LEP), was set up to advise the Mayor of London on action designed to provide strategic investment to support private growth and employment in London, promote enterprise and innovation and the acquisition of skills for sustained employment in London and protect and enhance London's competitiveness. The **Skills and Employment Working Group** is a sub-group of LEP is specifically tasked with advising the Mayor on actions to promote the acquisition of skills for sustained employment in London.
- 2 Membership:
The Working Group is chaired by Grant Hearn (Executive Chairman of Travelodge). Other members of the group are:
 - Ian Ashman (Chair of AOC London Region, Principal Hackney Community College)
 - Nigel Carrington (Rector, University of the Arts, London),
 - John-Paul Marks (Director of Jobcentre Plus, London & the Home Counties)
 - Jack Morris OBE (Chairman, Business Design Centre Group)
 - Ian Mulheim (Director, Social Market Foundation)
 - Roy O'Shaughnessy (Chief Executive, Careers Development Group)
 - Councillor Steve Reed (Executive Member Children & Young People London Councils, Leader London Borough of Lambeth)
 - Emma Stewart (Chief Executive, Women Like Us)
 Officer support is provided by:
 - GLA: Michelle Cuomo, Jamie Izzard, Michael Heanue
 - London Councils: Dianna Neal, Mary Vine-Morris
- 3 The terms of reference of the Working Group are:
 - Championing skills in London and to propose priorities for young people (post 14) and adults skills training in London;
 - Make recommendations to the LEP on issues related to skills and employment in London including improving efficiency and effectiveness of existing skills and employment provision in London;
 - Make recommendations to government on behalf of business, the Mayor, Boroughs on issues related to skills and employment in London.
- 4 The LEP endorsed the inclusion of the following wording within the authority of the group:
In order to avoid duplication (the working group must) give due regard to the role, statutory responsibilities, remit and work of other authorities or stakeholders engaged in post-14 education, employment support and training.
- 5 The first meeting of the working group agreed the outline proposal for the use of the London Enterprise Panel's award from the Government's City Skills Fund in order to deliver a skills and employment plan for London. It is intended that the approved funding of £500,000 will be match funded by ESF Technical Assistance and a GLA contribution, bringing the sum for the delivery of the programme of work to £1.085m over the next three years.

- 6 The work programme will also include:
- that the Working Group will develop a Skills & Employment Plan to be published in March 2013;
 - to decide the focus of the four research reports;
 - the specification for the procurement of the Labour Market Forecasting element of the research programme;
 - to set up a sub-group to focus on the development of the 'accountability tool' working with the London Skills & Employment Observatory.
 - In addition, the Group endorsed the following proposals:
 - to develop the London Skills & Employment Observatory's (LSEO) labour market intelligence resources;
 - to further develop an employer focused engagement to include apprenticeships, part-time working and business growth; and
 - to provide a mechanism to ensure that skills & employment providers are accountable to the priorities set out by the Panel based on the needs of London/ers; and
 - That the City Skills Fund will provide the framework for the Working Group's 2012/13 Work Plan.
- 7 The Working Group also agreed their top four priorities for Skills and Employment in London:
- Increasing levels of employer engagement
 - Enhancing 'user pathway' and support
 - Providing the right skills for the right jobs
 - Leveraging data to develop the London Skills & Employment Observatory
- 8 These priorities will be further developed and inform the initial work programme for the Group.

Youth transitions to adulthood in London: Big ideas

Many ideas were generated from the discussion. Those that were considered to have the potential for the greatest impact and most achievable with the resources available were identified. These are consolidated into a cohesive (not exhaustive) 'big idea' list. The intention is to consult on the following to determine level of support for these from the sector in relation to the priority for and feasibility of implementation. This will then enable a next steps plan to be produced and disseminated. (Report of scenario planning event on 5 March 2012 for senior leaders)

Idea	Impact	Achievability
Data and information Conduct a scoping exercise to assess current data on young people; its purpose and its audience. This will provide insight to help organisations focus efforts to support young people and to help young people to make better informed decisions. The data can be used to baseline and track progress of young people in order to assess the impact of any intervention, and to identify trends. This information should then feed into an understanding of 'what works' to promote knowledge sharing and best practice.	Medium	High
Leadership and coordination Bring together the leadership roles of ALDCS, the LEP and the YPES Board to ensure their activities do not overlap and identify any gaps. Build closer relationships between employers, schools, colleges, young people and specific sectors (for example, social care sector – see 'Inclusion' below). Develop a co-ordinated London employer 'Offer and Ask' to simplify competing requests of employers and drive the level of employer engagement in young people's education and training.	High	Medium
Produce a 21st century record of achievement Attract a corporate sponsor to develop a mobile app to enable young people to build and share their personal record of achievement. The use of an app would be more aligned to the way young people use technology and communicate. The record would be owned by the young person. It could also be linked to information on options and pathways and act as a tool in building employability skills.	High	Medium
Employability skills Develop greater focus on employability skills through supporting schools to ensure London students develop the core skills that will better position them in a challenging labour market. This should include improved labour market information to schools and colleges so that young people can adapt their careers choices appropriately and develop their skills to use in a range of different job roles or sectors.	High	Medium
Improve knowledge sharing At a regional level support schools and colleges to deliver high quality career guidance with a potential London careers service including building crucial links to employers. To enable informed choice provide a forensic analysis of destination data (to show the best routes for progression) and mobility issues for young Londoners (including producing a time map for travel). Learn from good practice, for example review learning from Personal Budgets in Social Care, and assess what good transition management looks like (e.g. destination planning and personal advisors).	High	Medium
Strengthen resilience Promote programmes that develop young people's resilience so that they maintain their self worth whilst they are looking for work. Work with young people to understand the value of volunteering, community action and enterprise in terms of developing skills and building a record of achievement. Research and develop emerging social enterprise models that engage young people to deliver creative approaches to meeting local community and employer needs.	High	Medium
Inclusion Establish a cross-sector London Cares Group to support the transition of young people with learning disabilities into employment in the social care sector. Develop a framework of best practice principles for transition planning and management for young people with special needs. Issue the framework as guidance to all schools, colleges and agencies who work with young people from 13-25, together with a copy of the 'Pathways to Getting a Life', the transition planning booklet for young people with learning disabilities.	High	Medium

***London – Being the Best:
Implementing The Vision for
Young People’s Education and Skills in London***

London Councils: Young People's Education and Skills

London Councils: Young People's Education & Skills (YPES) provides a discreet focus on youth employment, education and skills.

Its Board, made up of key stakeholders in London and chaired by the executive member for children and young people, is the lead strategic body for 14-19 education and training in the capital.

There are a number of key strategic partners in education and training in London.

Schools, academies, colleges and providers (we use the term 'learning institutions' in this document) have more freedom and accountability in the light of recent government reforms. They are responsible for providing high quality teaching and for supporting young people in their programmes of education and skills.

Local authorities are the champions of their residents and bear ultimate responsibility for ensuring that all young people have a suitable place in education – and this responsibility will extend to cover all people up to the age of 17 in 2013 and 18 in 2015.

The Mayor has expressed his unwavering support for young people in London, particularly in the current economic climate.

Businesses have the opportunity to express their needs and expectations of young people and to provide an input into the system to improve its quality and effectiveness.

Learners; irrespective of how well they are taught or how well the whole system of education and skills works in London, we will not succeed unless learners are engaged in and take responsibility for their learning and aim to achieve the best that they possibly can.

Parents, carers and families play a vital role in providing young people with encouragement to continue their studies.

Government, through the Department for Education (DfE) is committed to transforming England's education system so that all children, regardless of their background, thrive and prosper. The Education Funding Agency (EFA) champions education and training for young people. The Skills Funding Agency works similarly to meet the skills needs of adults in the labour market.

We all have a role in transforming education and skills in London

The strategic partners represented on the YPES Board and other stakeholders in the education and skills of young people have contributed to the development of a vision for the future. YPES has also consulted about realising the vision and developing a call for action around critical priorities for London and is grateful for the support and contributions we have received.

London – Being the Best: The Vision for London

“Our ambition is to be world-class”

Michael Gove MP, Secretary of State for Education in 'The Importance of Teaching – The Schools White Paper', DfE 2010

Successful Learners

We believe that all young Londoners should be able to get the best results from their education:

- the education and skills that they need to set themselves up for life;
- the opportunity to reach their potential; and
- the chance to shine in their chosen career-path.

We believe that London's learning system should enable all young people to succeed and the gaps that currently exist between the achievements of young people based on their background should be closed.

Successful, competitive businesses

We believe that young Londoners should stand out as the best when compared with other young people in Britain and abroad. We believe they should be able to contribute to their local community and for their skills, knowledge and talents to be valued.

As young Londoners achieve their best and contribute to the pool of talent in local communities and England as a whole, they will enable businesses to succeed in increasingly competitive national and global markets - and in this way we believe that education, economic growth and London's regeneration influence each other.

Successful communities in a successful city

Education brings people together and historically proved to be a great leveller in society. Alongside young Londoners achieving their best, our vision is of society in London being resilient to challenge and coming together as never before.

We believe that London is a role model for other cities and regions, and should show the world how education and skills makes a difference in the recovery of the country's economic fortune.

London – Being the Best: The Vision for London

Young people face an uncertain future. Participation in education and training, though important, is not enough on its own; the key is success – progression into jobs and further and higher education. The stark economic situation and its impact on employment, coupled with increased University fees, presents very different choices for young people as they progress to adulthood. For those young people looking for work, the labour market will see different types of jobs in the future and competition for them will be stronger than ever. Whatever their choices, education and skills will be crucial in providing London's young people with the best possible advantage in life.

As we move towards full participation in education of all young people up to the age of 18, young people will need new opportunities, options and choices to succeed.

London plays a leading role on the international stage so being better than average simply will not do. What is clear is that the main ambition for London and young Londoners is to **be the best**.

What does 'being the best' actually mean?

'Being the best' means **young Londoners getting the best out of their educational experience**, adding to the skills and knowledge base in London and contributing fully in society.

It means having the **best learning system** that inspires young people to make the best for themselves out of the opportunities available to them.

It requires everyone involved in education to refuse to settle for second-best and always strive to **do their best**.

We believe that **being the best** should be at the heart of the system, because this challenges all of us who are involved in education and skills in our city to put the needs of young people first.

Priorities and challenges for London

Taking into account the needs of Londoners, our overarching objective remains to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities. We will make sure each young person has the right learning option and the right package of support.

We continue to champion the needs of young Londoners and promote excellence in:

- Participation rates;
- Achievement rates;
- Progression rates into further and higher education, apprenticeships and employment.

We are committed to meeting the needs of London's young people and to securing the future prosperity of the capital.

Background

Local authorities have three key duties:

- To secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in their area
- To encourage, enable and assist young people to participate in education and training
- To act as champions for young people in their area

The London Enterprise Panel (LEP), was set up to advise the Mayor of London on action designed to provide strategic investment to support private growth and employment in London, promote enterprise and innovation and the acquisition of skills for sustained employment in London and protect and enhance London's competitiveness. The Skills and Employment Working Group is a sub-group of LEP and is specifically tasked with advising the Mayor on actions to promote the acquisition of skills for sustained employment in London

Through the reforms introduced by the coalition government, learning institutions have been given additional freedom and responsibility to meet the needs of learners.

Additionally, partners have been taking responsibility for shaping education and training provision in their area, not merely to fulfil their statutory duties but to ensure that young people can progress and enjoy successful lives, in successful communities.

Working with local authorities and key partners we have developed a strong evidence base that highlights the key issues London needs to address to ensure that *all* young people succeed.

London's Challenges

London faces significant challenges¹:

- Unlike most other parts of England, local provision serves highly mobile young people across the whole of London and has to provide them with the education and skills fit for living, learning and working in one of the major international cities in the world.
- Young people in London are much more likely to cross local authority boundaries to access education and training at age 14-19. This presents challenges in ensuring that local provision fits together to provide young Londoners with a full menu of choices across the capital.
- Overall, participation in education or training by London residents aged 16 and 17 is very high. Although very near to full participation at 16, drop-out at 17 has been a long standing issue. This is the main challenge associated with raising the participation age in London.
- While London stands well against national averages, there is too much borough variability in attainment and young people from disadvantaged backgrounds tend to achieve less and have fewer life chances at the age of 19 than those from better off families.
- Worklessness among young people is a major feature of society today.
 - There are still many young people aged 16-18 who are not in employment, education and training (NEET) and many more whose destination after leaving school at 16 is not known.
 - There is a high proportion of young people aged 16-24 who are unemployed and not in full-time education or training, while the number of people aged 18-24 who have been out of work and claiming benefits for more than six months is also of concern.
 - There is a body of reporting that shows a sharp reduction in the number of employment opportunities open to young people over the age of 16; despite increased demand for work experience and internship opportunities. Apprenticeships – even though the take-up has greatly improved in recent years – are proving to be increasingly difficult to secure.

¹ These challenges are defined from a synthesis of a significant body of evidence, including “Young People in London: An Evidence Base” (YPES, 2012), “Young people's participation, progression and transition to higher study and work: A London perspective”, (IoE, 2012) [both of these publications can be found here: <http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/keydocuments.htm>], the London Skills and Employment Observatory (<http://lseo.org.uk/>) and Statistical Data available from the DfE (<http://www.education.gov.uk/researchandstatistics/statistics>) and the department for Business, Innovation and Skills (BIS) (<http://www.bis.gov.uk/policies/further-education-skills/research-and-statistics>)

Realising The Vision – Moving Forward

As a result of our consultation and continuing dialogue within the sector, stakeholders have been given a very clear mandate to implement the vision through action on shared priorities. We are presenting the four most pressing priorities around which there is already considerable agreement:

London's education and learning institutions and the business community should work better together to enable more young people to succeed

WE KNOW THAT...

- The youth labour market has changed considerably over the past 10 years and remains both dynamic and volatile.
- Forging effective partnerships with business will be needed to ensure a comprehensive education and training offer for young people and a skills offer that meets the current and future needs of London employers.

WE CALL FOR...

Businesses to be supported so that they can play a fuller part in learning; for example by providing a wider range of high quality work experience, internships, apprenticeships, mentoring, careers information & advice to significantly more young Londoners; and a valuable input in the design and, where appropriate, delivery of a modern curriculum.

YPES will work with the London Enterprise Panel and other stakeholders to ensure that employer engagement in education becomes a prominent part of a coherent employer offer in London.

Young people should expect to exercise informed choices about their options, reach their potential and succeed

WE KNOW THAT...

- There is a clear consensus and strong support around an entitlement to high quality face-to-face careers guidance for all young people.
- Schools will shortly gain a vital role in providing careers guidance and support to young people; local partners need to support their schools in providing young people with the very best careers information and guidance activities and ensure there is a sustained focus not just on attainment but on progression & destinations.

WE CALL FOR...

Every young person's aspirations and options to be informed by high quality and impartial careers education, information, advice and guidance delivered professionally and independently, with an entitlement to face-to-face careers guidance

YPES will work with the London Enterprise Panel and central government to define, fund and deliver a young person's entitlement to high quality careers information, advice and guidance.

Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment

WE KNOW THAT...

- There are clear issues about participation, achievement and retention at 17; and transition and progression at 19 (and 25 for young people with learning difficulties and/or disabilities). There is still too much inequality in young people's attainment based on their background and progression has proved elusive for many young people.
- Individual study programmes will require learning providers to be ever more responsive to young people needs to ensure sustained progression outcomes, but also place a greater responsibility on young people for shaping their own education and skills journey.

WE CALL FOR...

Learning institutions, to work with other key partners locally and pan-London, so that young people can gain the skills and knowledge they need to compete successfully for places in further and higher education, or for apprenticeships and jobs to contribute to the competitiveness of London as a global city.

YPES will work with the London Enterprise Panel and the representatives of learning institutions to ensure that the needs and progression of young people remain paramount in the design, planning and delivery of learning provision in London.

Stakeholders should work collaboratively in the interests of young people

WE KNOW THAT...

- With increased freedom, it is more important than ever for institutions to work together in order to meet the needs of every young person.
- Vulnerable and disadvantaged young people in London in particular, will need us to deliver a coordinated approach to ensure they have an equal chance of success in an increasingly competitive world.

WE CALL FOR...

Key partners to work better together locally and London-wide in the interests of young people - for example through data sharing, identifying & disseminating effective practice and seeking opportunities for more effective links with regeneration / employment services.

YPES will work with the London Enterprise panel and other partners to facilitate the presentation of data that supports the accountability of learning institutions and will enable stakeholders to work together in the interests of young people, especially vulnerable young people.

There is broad agreement that the following priorities also need to be addressed. We call for stakeholders in young people's education and skills to work together to agree a programme of action in the following priority areas

Providing opportunities that help young people get on in life

Opportunities that give young people the learning, skills and confidence to achieve progress in a fast-paced world of economic challenge will need to include more than ever the skills for managing and adapting to change and coping with challenge - resilience, confidence and self-reliance – and should include volunteering, active citizenship and community action.

Promoting a spirit of enterprise and entrepreneurship

Some young people will have the drive and passion for self-employment; therefore, in close consultation with the London Enterprise Panel, we need to ensure that the curriculum offer contains entrepreneurship skills and that there are business support opportunities.

Using public investment in the best interests of young people

Despite the country's difficult economic conditions, public bodies are spending considerable amounts on services directed towards young people. In London more progress needs to be made to ensure this expenditure is being used to best effect, particularly through fully integrated commissioning that aligns resources and priorities to support all young people to succeed.

Developing new and more appropriate forms of partnership

A number of boroughs in London have introduced new forms of partnership that recognise new relationships with learning institutions and the challenge of current economic conditions. Many of these emerging structures cut across traditional operating boundaries and enable discussion and decisions that are truly focused on the needs of young people as they transition to adulthood.

There is a need to develop a shared knowledge base in the following priority areas so that stakeholders can agree a shared programme of action:

Shaping a curriculum for a 21st Century economy

London needs a curriculum that explicitly promotes the skills and knowledge required for the future and better meets learner and employer needs. There needs to be a thorough debate among all stakeholders about how we collectively inform and influence the nature of this curriculum and its effective distribution in London.

Strengthening vocational education in the capital

The drive towards full participation to age 18 (by 2015) is an important milestone in ensuring the success of all young Londoners, but it is learners' achievements and progression that are the benchmarks for judging the success of education and training in the capital. In the context of continuing reforms to the education system centrally, further research is needed to help us collectively to strengthen vocational education and improve progression.

Delivering learning that supports and enables all young people to succeed

There is growing evidence that many 'average' performing young people are at risk of losing support as systems become increasingly focused on vulnerable young people. We need to work collectively to confirm this evidence and to debate its implications.

Finally, the consultation confirmed that the following critical issues need to continue to be addressed by learning institutions and government:

- Ensuring excellent teaching that inspires and enables young people to succeed
- Creating a system that is committed to excellence and where leadership drives young peoples' success
- Investing in a learning environment that is fit for the 21st century and is resourced to enable young people to succeed

Our Call To Action!

Implementing the full scale of reforms in education and training, making them work in the interests of young people, reaching full participation and achieving better outcomes for London cannot be achieved by one organisation or type of organisation alone. These fundamental changes require everybody with a stake in the education and training system in the capital to work better and work together differently.

We propose that London should '**Be The Best**' and we are confident that this is a goal to which the sector in London does and should aspire.

This is an exciting time to be working in the education and skills of young people in London. New responsibilities, new relationships and new ways of working are becoming embedded. Whilst facing unprecedented economic challenges, London continues to offer tremendous opportunities to young people; such as the legacy of the London 2012 Olympic & Paralympic Games, the significant number of regeneration projects such as Crossrail and the huge number of retail and housing developments that are taking place across London.

Taking into account the challenges and opportunities the sector faces in London, we are calling for action to achieve the ambition to **be the best**.

We have set out the priorities for education and skills in London as we drive forward towards full participation and improved achievement and progression for young people. We want to everyone involved in education to become engaged with these priorities so that we can work together and young Londoners can **be the best**.

London's urgent priorities are:

London's education and learning institutions and the business community should work better together to enable more young people to succeed

Young people should expect to exercise informed choices about their options, reach their potential and succeed

Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment

Stakeholders should work collaboratively in the interests of young people

Getting in touch:

Email

14-19@londoncouncils.gov.uk

Twitter

<http://twitter.com/#1/londoncouncils>

Post

London Councils: Young People's Education and Skills
59½ Southwark Street
London SE1 0AL

(If you are 14-19 you can follow us on Twitter and have your say @learnervoiceldn or follow the Learner Voice blog on <http://learnervoicelondon.org.uk>)

You can also find out more about our work on our webpage:

<http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/default.htm>