

Raising Participation Age Strategy 2010-2015

Welcome to our Raising Participation Age (RPA) Strategy, incorporating the Strategic Priorities for the 2013/14 academic year.

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Please contact Priti Gaberria on Priti.Gaberria@haverling.gov.uk or 01708 431257 for more information.

Introduction

One of the most urgent challenges facing our country is ensuring that all young people progress and participate in education or training and the trend of rising youth unemployment is reversed. The UK needs to develop a more highly skilled workforce to compete internationally in a fast changing global economy. By 2020 there will be three million fewer low skilled jobs in Britain than there are today.

There is overwhelming evidence of the negative consequences of leaving education or training at the age of only 16. Spending time NEET (Not in Employment, Education or Training) for six months or more at a young age is a major predictor of later unemployment as well as having wider costs for society in terms of welfare payments, costs to health and criminal justice services, and loss of tax and national insurance revenue. Such young people are disproportionately from families living in more economically depressed areas, are low skilled, certain minority ethnic groups or disabled. Outcomes for 16 to 18 year olds in a job without formal training are only marginally better than for young people NEET.

Local authorities have **existing responsibilities** to support young people into education or training, which are set out in the following duties:

- **Secure sufficient suitable education and training provision** for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area.
- Make available to young people aged 13-19 and to those aged 20-24 with a Learning Difficulty Assessment support that will **encourage, enable or assist them to participate in education or training**. Tracking young people's participation successfully is a key element of this duty.
- In addition, the Education and Skills Act 2008 places two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the raising of the participation age (RPA):
 - A local authority in England must ensure that its functions are exercised so as to **promote the effective participation** in education or training of persons belonging to its area to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training
 - A local authority in England must make arrangements to enable it to **establish the identities of persons** belonging to its area to whom Part 1 of ESA 2008 applies but who are **failing to fulfil the duty to participate** in education or training

The local authority is ultimately responsible for ensuring that all young people in their area participate and for providing the support young people need to overcome any barriers to learning. The local authority, working through the Children's Trust and 14+ Progression and Transition Partnership, target resources to meet identified

needs based on local intelligence and an agreed understanding of the young people in the area.

Meeting the needs and aspirations of all young people will only be achieved by providers working together and with the local authority. As champions of all young people, the local authority will be working with providers, employers, local voluntary and community organisations and neighbouring authorities to raise achievement, secure access to high quality provision, raise participation and tackle educational inequality.

The local 14+ Progression and Transition Partnership is critical for the successful delivery of this raising of the participation age and needs to be inclusive and robust, with a clear understanding of the requirements of young people and a commitment to put their needs at the heart of its decision-making processes. This requires a common vision, openness and transparency.

In fulfilling the local authorities statutory duties, The team champion the education and training needs of young people in Havering by:

- informing local provision which meets the needs of young people and employers;
- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- identifying those most in need of additional support to participate;
- supporting the improvement of the quality of the education and training of young people aged 14-25; and
- supporting employer needs, economic growth and community development.

The team is responsible for:

Managing the Young People's Learning Partnership and it's related sub-groups;

This involves the development of a local young people's participation through the local 14+ Partnership and various sub-groups, ensuring the local authority meets their statutory duties under the Raising of the Participation Age legislation.

Commissioning provision in schools, Academies, colleges and independent private providers for learners aged 16-18;

In implementing the local RPA strategy, the team develop a strategic overview of provision and needs, holding commissioning negotiations with schools, colleges and independent private training providers to influence the mix and balance of provision to meet local priorities and needs.

Commissioning provision for Learners with Learning Difficulties and/or Disabilities and Independent Specialist Provision for learners up to the age of 25;

Working with a range of partners including Prospects, children's and adult's social services, health, SEN, learning support services and EFA to commission provision at a range of providers including special schools, independent schools and independent specialist providers.

Supporting the delivery of Information Advice and Guidance

Working with a range of partners including Prospects to support and develop the local IAG strategy, working with schools, colleges and independent private training providers to respond to learner demand for new courses and provision.

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14+ Progression and Transition Partnership & Targets

Over recent years the 14-19 sector has undergone radical reforms and policies, qualifications, structures and institutions have changed at a remarkable pace.

The fundamental aim of the reform programme is to ensure that all young people are prepared for success for life through their education and training by dramatically increasing participation and achievement.

The current offer has been expanded to incorporate a reformed GCSE's and A-Levels and AS Levels, vocational education pre and post 16, traineeships, supported internships and apprenticeships.

The overall goals of the reforms are;

- to ensure that all young people participate until at least their 18th birthday in education and training that enables them to progress onto further or higher education
- to give young people the knowledge and skills that they and the economy need to prosper
- to close the achievement gap so that all have an equal opportunity to succeed

In response to these reforms, the Havering Young People's Learning Partnership has developed the following vision;

In participating in education and training, all young people will enjoy and achieve in learning, make a positive contribution to society, achieve economic well-being and raise aspirations. By raising their levels of performance they will improve their progression to further learning and/or employment. Enjoying equality of opportunity all young people will be safe, healthy and confident citizens, using increased skills and knowledge to engage meaningfully with business and the wider community. Young people will influence their learning experiences and environment through active participation in developments, planning and evaluation.

The Partnership has also developed the following mission;

The Partnership will strive to ensure that all young people will become empowered and discerning citizens, who make informed choices, contribute to the local and global knowledge economy and play a meaningful and valuable role in society. The Partnership will strive to ensure that all young people fulfil their potential and gain the best and most appropriate qualifications for them. The Partnership will seek to ensure that young people will go on to enjoy lifelong learning experiences and have high expectations for themselves and others.

The Partnership's guiding principles are for:

Participation – to increase participation in education or training

Personalisation – to provide an inclusive and engaging experience for all young people

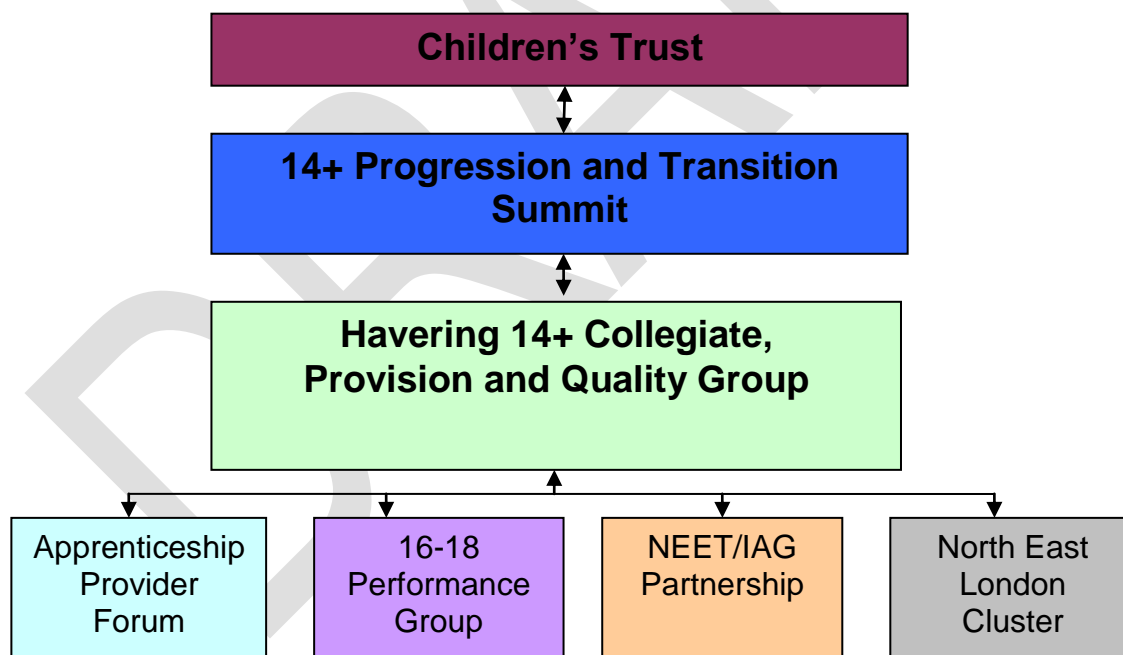
Performance – to improve standards and increase levels of achievements

Progression – to ensure that every young person has meaningful access to employment, training or further or higher education

The Partnership's aims are;

- to place all Havering young people at the centre of the Partnership's work in order to provide high quality and effective education and training for all young people to achieve their full potential for learning
- to improve participation, personalisation, performance and progression
- to increase choice and access to learning in a safe environment and high levels of individual support and guidance as the result of collaboration and partnership among providers
- to provide young people with high levels of well-being and an enjoyment for learning, designed to meet their individual needs and aspirations
- to support individuals to contribute effectively to the needs of the local and wider economies and communities

The operational arm of the Havering Young People's Learning Partnership is the Collegiate group constituted by its various sub-groups. The organisational structure of the Partnership is shown below;



A range of targets have been agreed within the area, the most relevant ones are shown below;

Target		2011/12	2012/13	2013/14	2014/15
NI 79 Achievement of a level 2 qualification by the age of 19	Target	83.4%	87.6%	89.2%	90.8%
	Actual	82% (10/11 AY)	84% (11/12 AY)	86% (12/13 AY)	(13/14 AY)
NI 80 Achievement of a level 3 qualification by the age of 19	Target	57%	55%	53%	51%
	Actual	53% (10/11 AY)	57% (11/12 AY)	57% (12/13 AY)	(13/14 AY)
Inequality gap in the achievement of a level 2 qualification by the age of 19	Target	26%	24.4%	22.8%	21.2%
	Actual	26% (10/11 AY)	25% (11/12 AY)	20% (12/13 AY)	(13/14 AY)
Inequality gap in the achievement of a level 3 qualification by the age of 19	Target	26%	25.2%	24.4%	23.6%
	Actual	28% (10/11 AY)	29% (11/12 AY)	26% (12/13 AY)	(13/14 AY)

Level 2 qualifications includes GCSEs graded A*-C, NVQs at level 2 and Key Skills level 2.

Level 3 qualifications includes AS/A levels, Advanced Extension Awards, International Baccalaureate, Key Skills level 3 and NVQs at level 3.

		2011/12	2012/13	2013/14 Age 17 RPA	2014/15	2015/16 Full RPA
The percentage of 16 and 17 year olds participating in education and training	Target	93% 16yo 85% 17yo	94% 16yo 87% 17yo	96% 16yo 90% 17yo	97% 16yo 92% 17yo	98% 16yo 93% 17yo
	Actual					
Numbers of young people starting an Apprenticeship	Target	440	460	600	630	660
	Actual	596 (11/12 ay)	497 (Q3) (12/13 ay)	(13/14 ay)		

14+ Strategic Needs Analysis for Havering - Executive Summary

The Strategic Needs Analysis is both the statistical basis for planning education and training for young people in Havering and an informed guide on the education, training and employment landscape for young people in Havering.

It is based on five core themes which are

- ***Future Demand and Demographic Change***
- ***Performance and Quality***
- ***Participation and Progression***
- ***Supply and Demand***
- ***Employment and Skills Needs***

Future Demand and Demographic Change

The message from the data for the Local Authority appears to be clear:

- there is not anticipated to be any significant pressure for additional places overall to meet the needs of Havering residents in the next few years;
- the predicted fall in numbers of young people 16-18 should to a large degree cancel out a rise in participation to full participation for 16 and 17 year-olds by 2015.

The partnership in Havering between the colleges and schools, where the colleges guarantee places for suitably qualified candidates has proved to be valuable in ensuring places for young people in Havering.

However, whilst the overall numbers may be accommodated, whether the places available meet the needs of all young people, particularly those not presently engaged in education or training needs further consideration.

The predicted fall in the number of young people resident in Havering combined with a potential increase in the number of 16-19 providers in Havering, such as the recently established academy, may have implications for the roll projections of providers in the Borough. It should be noted, however, that the number of 16-19 year-olds in East London and the Thames Gateway is predicted to increase in the coming years, which is also the case in Greater London. The popularity of Havering providers is seen in the fact that the travel to learn data show that Havering has traditionally been a net importer of learners. The issue for providers may therefore be more about responding to changes in demand, including managing changes in the balance of the types of provision required by the group of young people.

From 2010/11 the overall (Y7-Y11) numbers in secondary schools in Havering are projected to decline slightly, until 2015/16, recovering to 2011/12 levels around 2018/19. A more rapid rise is then projected as the increased primary

rolls begin to feed into the secondary sector, leading to an overall deficit in secondary places by 2020/21 of some 140 places. The numbers projected post-16 is expected to follow the pattern of secondary figures, although the introduction of a new 6th form in Drapers' Academy in 2012/13 will create additional places. The number of year 11 leavers is projected to decline slightly until 2017/18, which is followed by a significant rise in 2018/19 and in the years beyond. This is significant as Havering is a high net importer of learners and the combination of increased future residents and school population will impact on the provision required.

Strategic Priorities

- **Ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.**

Performance and Quality

The 2011 results show the highest levels of attainment of young people seen in Havering, with significant increases over the last seven years. Overall the 2011 results in Havering at 16 for those obtaining 5+A*-C GCSE examinations and at 19 both at level 2 and 3 are above the national averages.

Performance 14-16

The key indicator for achieving success at Level 3 of 5+A*-C including English and maths shows relatively high attainment at 16, which has been maintained over many years. The 2011 results at 16 on the above measure both for those eligible for fsm and those not eligible are well above the national figures.

The attainment gap in Havering between those students eligible for free school meals and those who are not has shown significant improvement between 2008 and 2011 (-6%) from being significantly above the England average to being just below it. (Lower is better on this indicator.) This is almost entirely due to a large increase in the percentage of students eligible for fsm who achieved 5+ A*-C including English and mathematics, from 24% in 2008 to 39% in 2011, which is greater than that seen in the England average. In order to build on this success, it would be worth reflecting on why the performance in this indicator has been so positive, both relatively and in absolute terms, over the last two years.

A high proportion of young people in Havering have a good basis for moving to the next stage. The improvements however, need to be sustained.

Performance 16-19

The percentages attaining a level 2 at 19 have been above those in England in each of the last seven years but the gap in 2011 is at the lowest it has been in that time; 82.3% compared to 81%. The percentages of young people achieving a level 2 by 19 in 2009/10 (80.6%) and 2010/11 (82.3%) were both above the Borough targets of 79.5% and 81.0% set for those years.

The percentage of young people in Havering (55.6%) achieving a level 3 by 19 in 2011 was above the England average (54.5%) for the first time since 2007; and comfortably exceeded the 2010/11 target of 53%.

The high performance in terms of 5+A*-C including English and maths at 16 for those eligible for fsm is not fully reflected in the performance at 19 at level 3. However, the two populations at 16 and at 19 are not the same: the performance at 16 is based on those attending Havering schools whilst at 19 it is residency in Havering.

At 19 both the level 2 and 3 sets of results in 2011 for those eligible for fsm were below the national averages and at level 2 significantly below. The 2011 Havering target of 61% for the percentage of young people not eligible for fsm attaining a level 2 by 19 was achieved.

There was a very small dip in the level 2 at 19 results (0.1%) between 2007 and 2008 with a more marked dip at level 3 (2.4%). Since then there have been increases in both 6.6% at level 2, which is less than seen nationally, and 9.7% at level 3, which is more than seen nationally. The situation for those eligible for fsm reflects these results with the 11% increase at level 3 between 2008 and 2011 being particularly noteworthy.

Apprenticeship success rates in Havering at both Intermediate and Advanced level were above the England averages in 2009 but have been below them in both 2010 and 2011 although there was a relative improvement in both between 2010 and 2011. The success rate at Advanced is still well below that in 2009.

The two key factors which influence the attainment of the Level 2 and 3 thresholds are success rates in the providers and the numbers of young people who continue in education or training post-16 and more crucially post-17.

Whilst achievement rates are obviously important and need continual monitoring, these are already high for A level examinations (an average of about 98% for A2 in 2011). A2 constitutes the main pathway for young people attaining the level 3 threshold in the Borough. Improving A2 achievement rates further will be difficult and provide limited impact on the overall situation. Improving the level of grade achieved in A2 examinations remains a key priority as this greatly influences the future life chances of young people and is vital in determining their success in going on to Higher Education. To explain what to some may appear to be a contradiction in these statements: a person attaining two grade Es at A2 level meets the level 3 threshold requirements and in this respect is not distinguished from someone achieving more grades at higher levels. There are individual courses and subjects at level 3 where improvements in achievement rates are possible and providers will be working on this.

As seen in the next section, the participation rates in Havering both at 16 (94%) and 17 (83%) in 2010 were below or well below the national and outer London averages. At sixteen only two other London boroughs had lower

participation rates and at 17 Havering had the lowest rate in London and was in the bottom dozen of Local Authorities nationally. The nationally published participation rates are available up to the end of 2010; some more recent figures indicate an improved picture on participation rates in Havering relative to the national and London averages.

Traditionally, education in Havering to 16 appears to be valued by residents in the Borough, beyond 16 it appears not to feature to the same extent. Traditionally there have been good employment, self-employment and own business opportunities in the area for people with Level 2 qualifications. The studies of future employment prospects indicate that the best future opportunities will exist for those with QCA Level 4+ qualifications. An increase in the proportion of young people gaining Level 3 qualifications and going on to higher level courses should therefore be a priority.

Whilst improving both success rates and participation rates will increase the percentages of students attaining Level 2 and Level 3 at 19; it is judged that engaging more young people in education or training post-16 and particularly post-17 will probably have the greater impact. Strategies for engaging a higher proportion of young people in education or training post-16 and post-17 need to be identified and implemented. Examples being: the provision of more apprenticeships; and seeking appropriate progression routes from Year 12 for those following AS levels who do not meet a provider's requirements for transfer to A2 courses. These and others could be productive areas for further discussion and investigation with providers and employers.

Strategic Priorities

- **Sustain and build on the improvements in performance at Level 2 by sixteen.**
- **Continue to focus on increasing the percentages of young people who attain Levels 2 and 3 by 19, with a particular focus on those eligible for fsm.**
- **Improve Apprenticeship success rates, particularly at Intermediate level.**

Participation and Progression

Participation rates in education and work based learning

The participation rates in education or wbl of 16 and 17 year olds in Havering have been below the England average and well below the Outer London average at the end of each year between 2006 and 2010 (the latest year for which figures are available).

The participation rates in Havering at 16 and 17 at the end of 2010 were below or well below those in England and Outer London. At 17 Havering had the lowest participation rate of any London borough and there were only 11 Local Authorities nationally with lower participation rates at 17.

Participation rates increased considerably at both 16 and 17 in Havering between the end of 2005 and the end of 2010 but those in England and Outer

London increased more rapidly. The figures indicate that there needs to be a focus on improving participation rates in the Borough, particularly at 17. In 2013 the new requirements on participation at 16 will come into force with those at 17 in 2015.

The percentage following work based learning provision is much lower than that in education both locally and nationally. For example, in Havering 90% of 16 year-olds were in education at the end of 2010 compared to 4% in wbl. The percentages in Havering following work based learning provision have been lower than in England but higher than in outer London. The percentages in work based learning locally, nationally and in outer London have diminished over the five year period 2005-2010.

The above commentary on participation rates relating to the period to the end of 2010 is almost two years out of date. The Government has recently published participation data with the intention of measuring how well Local Authorities are preparing for the Raising of the Participation Age. Based on the total number of 16-17 year olds known to Local Authorities for England, London and Havering, the percentage participation rates in June 2012 indicate that Havering is very close to the London average and above the national averages for overall participation. Most encouraging is the low numbers of unknowns in Havering, less than half of the London average.

Not in education, employment or training (NEET) and participation status not known

The three month average (May-July 2012) percentage for those not in education, employment or training (NEET) for Havering is 4.9%, which is 1.4% below the national average of 6.3% but a little above the London average 4.6%. For the same period, the percentage of young people whose participation status is 'not known' is 4.4% which is 6.6% lower than the national average and 3.5% below the London average. This shows well above average tracking in the Borough which will be extremely valuable when the participation age is raised.

The three month average comparison between 2012/13 and 2011/12 shows improved performance for Havering in relation to both NEET (-0.3%) and not known (-1.2%) figures.

Apprenticeships

The starts and participation information at the end of the third quarter produced by the National Apprenticeship Service in July 2012 provides the following information on apprenticeships.

The Havering target for the 2012/13 academic year is to recruit 460 Apprentices. The information shows this had been exceeded by the end of the third quarter, by which time there had been 461 starts. The numbers at the Intermediate level in Havering have been much higher than at Advanced level, which reflects the picture seen regionally and nationally. There are very few young people on Higher level Apprenticeships in Havering.

The growth rate of apprenticeship starts in Havering has been much higher than that seen nationally in each of the last two years but lower than that seen regionally, apart from the growth rate of starts between 2009/10 and 2010/11 at the end of the third quarter. The same pattern is seen for the participation rates.

The regional growth rate was the highest over the two years, both for starts and participation, and the national growth rate was the lowest. Between 2010/11 and 2011/12 the national growth rate had virtually stalled and that for the statistical neighbours was not much higher. It will be interesting to see the growth rates for the full years up to 2011/12.

In Havering, the five frameworks with the greatest volume of starts for 16-18 year olds, both in the 2010/11 full year and the 2011/12 year to date are: Business Administration; Hairdressing; IT and Telecommunications Professionals (inc ICT); Customer Care; and Child Care and Learning Development. These five also have large numbers of starters nationally ranging from about 58000 to 11500.

There are a number of frameworks with large numbers nationally, some very large, which do not appear in the Havering top 10. These, in order of volume nationally, are: Health and Social Care; Management; Hospitality and Catering; Retail; Industrial Applications; Active Leisure and Learning; and Engineering. The numbers on these apprenticeships range from about 67000 to just under 13000.

The five largest providers by volume in terms of starts for 16-18 year-olds in the full year 2010/11 and by the end of Q3 in 2011/12 were: Havering College of Further and Higher Education; South East Essex College of Further and Higher Education; Barking and Dagenham College; Zenos Limited; and JHP Group Limited. In 2010/11 there were 207 starts in these five, 38% of the total.

Among the top ten framework vacancy rates by volume in 2010/11 there were at least three applications from those under 19 for each vacancy posted with the most being 30 for Business and Administration. These vacancies were open to all ages and as only 37% of apprenticeship starts in 2010/11 were under 19 the actual over-subscription for each vacancy will probably be much higher. The available figures for 2011/12 do not show much change. **These figures indicate that there is a significant lack of apprenticeship vacancies.**

Strategic Priorities

- **To meet the requirements of the future Raising of the Participation Age, the tracking of young peoples' educational situation and the monitoring and raising of participation rates should be a key priorities in the Borough**

- **Improve transition arrangements to increase the percentage of young people progressing from year 1 to year 2 on a 2 year programme**
- **Increase the availability of Apprenticeship opportunities, particularly Advanced Apprenticeships**

Supply and Demand

The match between supply and demand has broadly been met in recent years. The progression opportunities and mix and balance of provision post-16 have matched the outcomes achieved by young people pre-16.

The volume of NEET has reduced and the September and January Guarantees are both being met locally.

There are still a number of young people, sometimes from vulnerable groups, who are unable to access the provision they want locally and have to travel out-of-borough.

Strategic Priorities

- **Develop a wider range of local and sub-regional LLDD provision.**

Employment and Skills Needs

Headline predictions at a national level

Expansion demand

56 per cent of the net increase in jobs over 2010-2020 is expected to be taken up by women. 8 per cent of all additional jobs 2010-2020 will be full-time.

The groups that are expected to show the most significant increases in employment over the next decade (2010-2020) are higher level occupations, namely:

- managers, directors & senior officials (+544 thousand, 18 per cent);
- professional occupations (+869 thousand, 15 per cent);
- associate professional & technical occupations (+551 thousand, 14 per cent).

Almost half of the growth in jobs in higher level occupations will occur in London, South East England and the East of England.

Caring, leisure & other service occupations are the other main beneficiaries of employment growth, with projected increases of around 313 thousand jobs (12 per cent).

Administrative & secretarial occupations are projected to see significant further job losses of around 387 thousand jobs (-11 per cent per), although this category will still employ well over 3 million people in 2020.

Declining employment levels are also projected for:

- skilled trades occupations (-230 thousand, -7 per cent);

- process, plant & machine operatives (some -213 thousand, -11 per cent).

Elementary occupations are now projected to see a slight increase in employment, as the service sector in particular generates more such jobs.

This polarisation of demand for skills, with growth at both top and bottom ends of the skills spectrum, appears to be an increasingly common feature across developed economies. On the other hand, the continued restructuring of the retail and distribution sectors appears to be leading to a much less optimistic picture for many lower level sales occupations.

Replacement demand

Job openings created by those who leave the labour market (i.e. replacement demands) are projected to generate around 12 million job openings between 2010 and 2020, many times more than the 1.5m openings from the creation of new jobs.

Replacement demands will lead to job openings for all industries and occupations including those in which the net level of employment is expected to decline significantly; even those occupations where employment is projected to decline may still offer good career prospects.

There will be replacement demands in all Standard Occupational Classification (SOC) major groups, including those whose expansion demand is negative (i.e. where employment decline is projected), indicating that these occupations will still provide job opportunities for younger people.

Overall demand

The overall requirement for labour in each occupation and region is the sum of expansion demand and replacement demand.

It is possible to identify two broad groups of occupations.

- In the first group positive replacement demand outweighs negative expansion demand. This applies, for example, to administrative & secretarial occupations; skilled trades; and process, plant and machine operatives.
- In the second group replacement needs simply serve to reinforce positive employment trends to create even higher net requirements for new job entrants. This applies, for example, to managers; professionals; associate professionals; and caring, leisure and other service occupations.

Spatial variations

The projections of output for the regions and nations of the UK between 2010 and 2020 indicate a continuing pattern of the southern parts of England (particularly the south-east corner) being relatively advantaged,

Growth in employment in managers, directors and senior officials, professional and associate professional occupations will primarily benefit the south-eastern corner of the UK.

Implications for Qualifications

Skill supply, as measured by highest formal qualification held, is rising rapidly as more young people in particular stay in education longer and acquire more qualifications at a higher level.

The demand for skills as measured by the numbers employed in higher level occupations and the numbers employed holding higher level qualifications is also projected to rise.

The numbers of jobs in occupations typically requiring a degree continue to grow and the average level of qualifications held is rising in all occupations. How much this is due to increases in demand as opposed to simply reflecting the supply side changes is a moot point.

There is some evidence of continuing polarisation of skill demand, with some growth in the numbers of relatively low skilled jobs.

Prospects for London

Despite the recession, it is predicted that the London economy will offer many employment opportunities in the period to 2020. It is predicted to offer better prospects across a range of occupational areas than other English regions. However, London and the South East will continue to be a magnet for those from other parts of the UK and internationally who are seeking work.

Employment growth was the same as for the UK as a whole during 2000-2010 but is projected to be above the UK average during 2010-2020, representing one of the fastest rates of employment growth.

London is projected to gain employment in all sectors except manufacturing and nonmarket services between 2010 and 2020. London's projected rate of employment loss in the former is poorer than average, but far from the worst, while that in the latter sector it is equal to the UK average.

Employment in the primary & utilities sector is projected to recover from the rapid decline of 2000-2010 with the fastest rate of employment increase of any region or nation.

Employment in the construction sector will grow more slowly than the UK average.

London is projected to experience one of the fastest annual average rates of employment growth in the trade, accommodation and transport sector.

Employment in business services is projected to grow slightly slower than for the UK as a whole.

238,000 of the projected 355,000 growth in employment in London will be female with 117,000 male. London has the highest projected growth rate in employment of all regions for females and the sixth highest for males.

The major growth areas in London are predicted to be in: managers, directors and senior officials; professional occupations; associate professional and technical; and caring, leisure and other service.

With the major reductions in: administrative and secretarial; process, plant and machine operatives; and to a lesser extent skilled trades occupations.

Replacement demand in London

In London replacement demand represents 84 per cent of the projected regional overall labour requirement, which is the lowest percentage relative to overall demand among the regions.

The regional distribution of total projected replacement demand broadly reflects the population distribution of the UK. However, replacement demand for professional occupations and associate professional and technical occupations (and to a lesser extent managers, directors and senior officials) are disproportionately concentrated in London, indicating that the capital will continue to be a magnet for migrants from elsewhere in the UK and outside the UK seeking work in high-status occupations.

Implications for qualifications in London

Patterns of employment by qualification vary considerably across the different parts of the UK. This is primarily driven by differences in their industrial and occupational employment structures.

The employed workforce in London stands out as being rather better qualified at QCF levels 4+ than all other parts of the country. More than half those employed in London have qualifications at this level.

London also has one of the lowest proportions with no formal qualifications.

There is a clear link between employment and higher level qualifications. The employment rate for those of London's working age population with Level 4 qualifications was 88%; for people with qualifications below Level 2 it was 65%; for those with no qualifications, it was just 45%.

Patterns of employment by qualification have been changing rapidly and are projected to continue to do so over the next decade. Without exception the countries and regions of the UK are expected to see rising shares of employment for those qualified at QCF levels 4+.

London employers are less likely to recruit a school or college leaver than national counterparts and they report that a poor attitude/personality or lack of motivation (soft skills), a lack of knowledge of the working world and poor literacy and numeracy skills are a particular issue for 16 year olds recruited straight from compulsory education.

Strategic Priorities

- **Improve employability and basic skills as key requirements.**
- **Increase the numbers with the opportunity to achieve level 4 or higher qualifications.**
- **Ensure that those advising young people are aware of the predicted growth sector areas in London and the requirements for obtaining employment in those growth areas;**
 - **Digital economy**
 - **Health & social care**
 - **Professional, business and financial services**
 - **Service sector including retail and hospitality**
 - **Engineering, construction and manufacturing including low carbon economy**

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14+ Partnership Priorities

- Increase the availability, range and quality of Apprenticeships available across all levels.
- Improve Apprenticeship success rates, particularly at Intermediate level.
- Continue to support the growth of participation of 16 year olds staying in education.
- Increase the number of 17 year olds making a positive transition from year 12 to year 13.
- Use data and partnership working to track and support those who are at risk of disengaging to support them into positive outcomes
- Use data to challenge institutes with poor progression from year 11 to 12, and from year 12 to 13.
- Engage external programmes designed to support those young people who are NEET are at risk of becoming NEET to remain or engage in education.
- Promote participation of all 14-19 year olds particularly those most vulnerable.
- Monitor participation rates and trends.
- Ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.
- Sustain and build on the improvements in performance at Level 2 by sixteen.
- Continue to focus on increasing the percentages of young people who attain Levels 2 and 3 by 19.
- Develop a wider range of local and sub-regional LLDD provision.
- Ensure that those advising young people are aware of the predicted growth sector areas in London and the requirements for obtaining employment in those growth areas;
 - Digital economy
 - Health & social care
 - Professional, business and financial services
 - Service sector including retail and hospitality
 - Engineering, construction and manufacturing including low carbon economy

Acting on Early Disengagement

The first and second cohorts of young people to be affected by the raising of the participation age are already in Years 11 and 12.

Research shows that these young people have high ambitions. In particular, around 75% of Year 7s want to go to university. At this stage, those pupils from lower socio-economic groups are as likely to want to go on to higher education and pursue higher skilled jobs as their counterparts from higher socioeconomic groups and it is vital that these aspirations are not lost.

We also know that young people who disengage with education early, often do not re-engage. Those whose performance declines between Key Stage 3 and Key Stage 4 are disproportionately likely to become NEET at 16. This evidence means we must identify and tackle the root causes, changing the experiences of these first cohorts.

Our priorities;

- Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity (Targeting Tool Kit). Developing specific models to support transition of those at risk on an individual basis.
(IAG/NEET Group)
- To have particular regard for provision for vulnerable groups and learners with learning difficulties and/or disabilities.
(Collegiate)
- Further develop the referral process to support vulnerable young groups **(IAG/NEET Group)**
- Embed and support processes in place to identify learners at risk of disengagement and those that disengage to ensure Prospects are informed in a timely manner to ensure appropriate support and IAG can be delivered.
(IAG/NEET Group; 16-18 Performance Group)

The Learning Offer

Learning opportunities need to be stimulating, stretching and personalised to individual circumstances.

A truly personalised offer must encompass flexibility at all levels. For learners not yet at level 2, Level 1 education and training provision is offering a strong emphasis on working towards a chosen progression pathway to Apprenticeships, GCSEs where possible, to employment with training, or where appropriate, to more independent living or supported employment. ESF and SFA funded projects should continue to be engaged to ensure we provide suitable support to ensure all young people are engaged.

Schools, colleges and providers play a crucial role in delivering this innovative and flexible curriculum offer, as do voluntary sector and youth work providers. The introduction of Study Programmes, Traineeships, Supported Internships and the expansion of apprenticeships provides opportunity for our young people. Employers also continue to play a fundamental part in efforts to increase participation and they have a key role in supporting young people to access jobs with high quality training, through Apprenticeships, Internships, Traineeships and work experience. It is important that a provider network across all sectors is developed and supported.

Our priorities;

- To have oversight of the operation and engage all ESF and other Government funded providers and activities to support Havering's young people
(IAG/NEET Group)
- To develop existing procurement processes, recognising the important role of local authorities and other public sector bodies as key employers that should maximise the number of Apprenticeship and work experience opportunities offered to young people, including through the use of public sector contracts
(Apprenticeship Provider Forum)
- To enable curriculum development through data sharing to inform sharing of best practice. Support implementation of changes to programmes of study and combinations.
(16-18 Performance Group)
- Monitor and develop a mix and balance of high quality provision
(Collegiate)

Support for Success

Our vision is that every young person is entitled to services that support them with their health, careers and lifestyle to enable and empower them to achieve and fulfil their potential in their transformation to adulthood. High quality Information, Advice and Guidance is critical to reducing the number of young people who are not participating.

Large proportions of the young people in our borough already participate in learning or training to 18 and beyond, and simply need access to universal services. For others who may have particular barriers to participating, the day-to-day challenge of remaining engaged in learning may be difficult and they may need support to help them overcome these challenges.

These young people are supported through a holistic approach to service design and delivery, which is both flexible and responsive. Early identification of disengagement helps to put in place strategies and support systems that work in an integrated way with the appropriate young people and their families.

Our priorities;

- To target vulnerable groups for specific IAG interventions, including mentoring schemes, raising the aspirations of looked-after, improving IAG for foster parents and social workers as well as raising awareness of the raising of the participation age with health professionals working with young parents.
(IAG/NEET Group)
- To make sure that young people nearing the end of their course are helped to prepare and progress successfully to the next phase of their learning or work, and all efforts are made to prevent them from becoming NEET.
(IAG/NEET Group)
- To segmenting the cohort to ensure that support resources are deployed to where they are most needed, providing clarity around the universal and targeted services required.
(IAG/NEET Group)
- To strategically commission provision and support from the provider network to best meet the needs of specifically vulnerable groups including looked after children and children leaving Care.
(Collegiate; Apprenticeship Provider Forum; 16-18 Performance Group)

Knowing Your Cohort

In the Client Caseload Information System (CCIS) database, we have access to a wealth of information about young people in our area. Young people become NEET or take up a job without training for a wide range of different reasons. It is essential that the local authority works closely with the Connexions service to interpret and analyse this data in order to tailor support and provision to meet their needs.

Clear information sharing and management arrangements need to be in place which include arrangements with: learning providers, to let Prospects know as soon as a young person drops out; neighbouring local authorities, to support young people moving across boundaries; and Jobcentre Plus to support 18 year-olds.

Our priorities;

- Effective use of the targeting toolkit and targeted IAG interventions for schools, colleges and providers to ensure a string and consistent focus on reducing the proportion of young people whose activity is not known, particularly vulnerable young people.
(Collegiate)
- To ensure that all providers notify Prospects promptly if a young person leaves learning, that this is recorded on CCIS and followed by direct contact with the young person as early as possible.
(IAG/NEET Group)
- To analyse data from the CCIS database and elsewhere and present it regularly to the 14+ Partnership so that the right provision can be planned by understanding the young people in our area.
(IAG/NEET Group; Collegiate)
- Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity.
(IAG/NEET Group)

Communicating the Message

Our communication strategy needs to take account of all stakeholders, including local authority staff, local councillors, support services and employers, as well as schools, colleges and other providers, young people, parents and carers, and governing bodies. It is important that all of these stakeholders understand the contribution that they can make, at least until remaining in learning or training to 18 becomes the accepted norm.

It is important that all local authority staff, local councillors and local partners know the rationale behind the raising of the participation age and that preparation needs to begin now, this will enable them to start planning effectively.

Young people and parents with children of all ages will need to know about the raising of the participation age and the education system reforms, and how they and their children will be affected.

It is important that the whole workforce understands not only the practical implications of the raising of the participation age, but also the range of learning options on offer through the education system reforms. The workforce is critical because evidence suggests young people naturally turn to their teachers for IAG and it is important to equip the workforce for this role.

Our priorities;

- To running an awareness raising campaign for particular groups including schools, colleges, parents, local authority staff, councillors, partners and employers.
(Collegiate)
- To use all available websites to broadcast the raising of the participation age message, including the Prospects services sites and local information services.
(IAG/NEET Group; Apprenticeship Provider Forum)
- Develop CPD opportunities to support the implementation of RPA.
(Collegiate)
- Communicating the message through the Year 6 to Year 7 transitional support documents.
(Collegiate)

Raising Participation Age Strategy Matrix – ‘Plan on a Page’

Acting on Early Disengagement	The Learning Offer	Support for Success	Knowing your Cohort	Communicating the Message
<p>Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity (Targeting Tool Kit). Developing specific models to support transition of those at risk on an individual basis. (IAG/NEET Group)</p>	<p>To have oversight of the operation and engage all ESF and other Government funded providers and activities to support Havering’s young people (IAG/NEET Group)</p>	<p>To target vulnerable groups for specific IAG interventions, including mentoring schemes, raising the aspirations of looked-after, improving IAG for foster parents and social workers as well as raising awareness of the raising of the participation age with health professionals working with young parents. (IAG/NEET Group)</p>	<p>Effective use of the targeting toolkit and targeted IAG interventions for schools, colleges and providers to ensure a strong and consistent focus on reducing the proportion of young people whose activity is not known, particularly vulnerable young people. (Collegiate)</p>	<p>To running an awareness raising campaign for particular groups including schools, colleges, parents, local authority staff, councillors, partners and employers. (Collegiate)</p>
<p>To have particular regard for provision for vulnerable groups and learners with learning difficulties and/or disabilities. (Collegiate)</p>	<p>To develop existing procurement processes, recognising the important role of local authorities and other public sector bodies as key employers that should maximise the number of Apprenticeship and work experience opportunities offered to young people, including through the use of public sector contracts (Apprenticeship Provider Forum)</p>	<p>To make sure that young people nearing the end of their course are helped to prepare and progress successfully to the next phase of their learning or work, and all efforts are made to prevent them from becoming NEET. (IAG/NEET Group)</p>	<p>To ensure that all providers notify Prospects promptly if a young person leaves learning, that this is recorded on CCIS and followed by direct contact with the young person as early as possible. (IAG/NEET Group)</p>	<p>To use all available websites to broadcast the raising of the participation age message, including the Prospects services sites and local information services. (IAG/NEET Group; Apprenticeship Provider Forum)</p>

<p>Further develop the referral process to support vulnerable young groups (IAG/NEET Group)</p>	<p>To enable curriculum development through data sharing to inform sharing of best practice. Support implementation of changes to programmes of study and combinations. (16-18 Performance Group)</p>	<p>To segmenting the cohort to ensure that support resources are deployed to where they are most needed, providing clarity around the universal and targeted services required. (IAG/NEET Group)</p>	<p>(To analyse data from the CCIS database and elsewhere and present it regularly to the 14+ Partnership so that the right provision can be planned by understanding the young people in our area. (IAG/NEET Group; Collegiate)</p>	<p>Develop CPD opportunities to support the implementation of RPA. (Collegiate)</p>
<p>Embed and support processes in place to identify learners at risk of disengagement and those that disengage to ensure Prospects are informed in a timely manner to ensure appropriate support and IAG can be delivered. (IAG/NEET Group; 16-18 Performance Group)</p>	<p>Monitor and develop a mix and balance of high quality provision (Collegiate)</p>	<p>To strategically commission provision and support from the provider network to best meet the needs of specifically vulnerable groups including looked after children and children leaving Care. (Collegiate; Apprenticeship Provider Forum; 16-18 Performance Group)</p>	<p>Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity. (IAG/NEET Group)</p>	<p>Communicating the message through the Year 6 to Year 7 transitional support documents. (Collegiate)</p>