

Understanding NEETs – lessons for policy and practice



Policy and Research Seminar – 5 July 2010

Seminar report

1. This report summarises the presentations and discussion at an LSIS seminar with John Hayes MP, Minister of State for Further Education, Skills and Lifelong Learning, to discuss the findings and implications of a major research project with young people and adults outside of employment, education and training.
2. The report is set out in the following sections:
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Aims of the seminar

3. The seminar aimed to:
 - provide an opportunity for dialogue about emerging policy and developing practice in relation to young people not in education, employment or training;
 - learn about research evidence gathered first hand from the sector and consider the implications for practice; and
 - consider the implications of the research findings for future policy and for the improvement services offered by LSIS.

Background

4. In February 2010, NIACE was invited by LSIS to develop a national research project, involving colleges and other learning providers, to look at attitudes and experiences of adults and young people who are currently, or have recent experience of, not being engaged in education, employment or training (NEET). The aims of the research were to:
 - improve understanding of young people and adults not in education, employment or training;
 - allow providers to gather first-hand evidence to improve their own understanding of the issues at a local and institutional level; and

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- inform provider-level and national-level strategies and policy development.
5. NIACE was commissioned to achieve these aims by supporting providers to collate a range of research evidence from young people and adults who are not engaged in education, employment or training, as well as on effective practice in engaging with people in these circumstances.
 6. The participants in the seminar comprised a selection of the 124 learning providers and other agencies that had carried out the fieldwork for the NIACE research, members of the LSIS Board and Council and representatives of sector bodies.
 7. Steve Stewart, Chief Executive of the Coventry Solihull and Warwickshire Partnership was also invited to offer a locality perspective, based on his area's 'Total Place' pilot on NEETs. The three local authorities are working with colleges and other partners in their local areas to pilot a multi-agency approach to addressing NEETs. LSIS is supporting the project to learn alongside the colleges involved about re-shaping systems and professional practice to facilitate collaborative approaches to service design and delivery, and to explore how the learning and skills sector can contribute to public service innovation and efficiency.

Keynote presentations - summaries

John Hayes MP, Minister of State for Further Education Skills and Lifelong Learning, BIS

8. John Hayes began by stating that education is by its nature an eclectic process and must not be diminished by a narrowing of its scope as has happened in the past. He added that the coalition government considers the issue of those people who are NEET a priority and that the LSIS commissioned research was an impressive contribution to the discussions because of its scale and depth. It was good to see so many learning providers taking part with the result of helping them improve their provision and stimulating working relationships with other agencies; he hoped these relationships would continue to be nurtured in the future. This cross agency working approach was being reflected in government through his regular meetings with his counterparts in DWP and DfE. A cross-departmental priority was to provide people with learning and skills opportunities with a strong progressive element.
9. The minister considers three priorities for his department as critical:
 - Building up further the apprenticeship system;
 - Rebuilding the infrastructure for adult and community learning and embracing the relationship between ACL and all other learning opportunities;
 - Tackling the problem of those who are NEET; not just because of the economic costs incurred but also because of the cultural and community cohesion issues

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associated with disengagement. There is a social, cultural and ethical imperative for bringing new purpose to these individuals, families and communities.

10. The objective will be not to '*manage*' but to '*address*' the failures that result in people ending up NEET. In addition to the financial impact of those who are NEET, the social costs are equally important, with the resulting impact on wellbeing and lack of joy in people's lives. It was important to draw on the passions that ignite the flame of learning; to quote Disraeli "Upon the education of the people of this country the fate of this country depends".
11. We will all have to deliver more cost effectively, which requires proper scrutiny and analysis; however, the government's large agenda for change is an equally strong driver as is the current financial situation. The research shows that it is important to reappraise the effectiveness of the ladder of opportunities available to people. The Minister concluded by saying that his speech was intended as a heartfelt account of what the government wants to achieve, and what can be achieved; in the words of G.K. Chesterton "Education is simply the soul of a society as it passes from one generation to another".

Dr Fiona Aldridge, Programme Director, NIACE and Prof Alan Tuckett OBE, Chief Executive, NIACE

12. Fiona began with a description of the project, the methodology adopted and the respective roles of NIACE and of the providers that participated by conducting the research interviews with the young people and adults who were either currently or recently NEET.
13. The key messages from the research fall into 3 areas; learning about the young people, learning about the adults and the impact of the project on the participating providers¹.
14. Key messages about young people include the need for the curriculum to be motivating and to respond to the personal interests of each of these young people. The research illustrates the diversity of reasons for being NEET, with many young people tackling several major barriers and difficulties at once and the need for tailored multi-agency responses. Young people in this group have often not been ready to engage with learning when the system required it; the system need to be more flexible to be able to catch them when they are ready to learn.
15. The circumstances of adult NEETs tend to be even more diverse than young people, such that they often face multiple challenges and compounded barriers to engaging in

¹ The full list of 15 messages is listed in the Annex to this report – see page 14.

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learning. Many of the adults interviewed, however, have positive attitudes towards learning, often influenced by their experience of informal adult learning in the workplace or the voluntary sector. The importance of offering bite size informal learning opportunities as a means of engaging adults and supporting their progression to more formal opportunities was also highlighted by the research.

16. Regarding the impact on the participating providers, the project provides a useful model for sector led innovation in addressing a key and challenging social policy and for future ways of working that captures learner voice and provider energy. This approach allows learning providers and other agencies to shape an agenda by talking with each other. The project enabled practitioners to develop and use research skills that have a direct implication for their work, to develop new or build upon existing relationships with partnership organisations and agencies and, significantly, it allowed them to listen strategically to the messages they received from difficult to reach groups. Finally, the project illustrated that providers and practitioners need to be better aware of, and understand policy, in order to communicate it well. Practitioners need to be well-briefed, trained and supported in this; there is an important role in this for trusted intermediaries.

Steve Stewart OBE, Chief Executive CSWP Ltd and Head of Connexions – Coventry and Warwickshire

17. Steve began by stating that the system is not actually broken, it works for the majority. But the cost of fixing it for the small percentage for whom it does not work, is massive.
18. Steve went on to describe the work being undertaken in Coventry and Warwickshire with the support of LSIS on prevention and involving tracking young people at risk from as early as year 4 in primary school. He identified the problem for many young people as being the transition from school to FE; very often the FE provider lacks good background information about the individual young people. The work with LSIS is focusing on new models of transition, with better sharing of pupil records by schools to FE institutions.
19. There needs to be better sharing of information about the 18 plus age group by JobCentre + and other agencies; this would avoid the repeat assessments and processes that each different agency requires.
20. Another feature of the work being undertaken by Steve with three FE colleges in the area is zero tolerance of young people not being in learning and an approach of “managed moves”. The latter means moving young people from their current provider to another provider that is more suited to their individual needs. This is not seen as a failure on the original provider’s part but an example of good cross-agency working.

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Themes from the discussion

21. John Hayes MP provided a starting point for discussions, inviting suggestions for additional freedoms for providers to help them do more for people who are NEET. Discussion also centred on some of the key emerging issues from the research – the implications for policy and practice of the heterogeneity of NEETs, the importance of information advice and guidance, and the implications for curriculum design and development of gaining a deeper understanding of the needs of this client group.

What gets in the way of providers doing more?

22. There were calls for a more flexible funding regime, one based on outcomes rather than a programme funding model, and located within a new outcome-based accountability framework. Work-based learning providers in particular stressed the extent to which funding systems determine behaviour, and proposed a new approach, based on trusting professionals to deliver effective, quality programmes, and providing funding and judging performance on outcomes.

Outcome funding systems can discourage recruitment of learners with greatest needs

23. Concerns were expressed though, about the unintended consequences of outcome funding, which could privilege support for young people who were likely to succeed more quickly. Practitioners' research had revealed the need for longer term support for persistent NEETs: any outcome-based model would have to reflect the different starting points and needs of different groups of NEETs. One specific suggestion was to relate future performance measures more closely to the characteristics of the client group², rather than simply using undifferentiated qualification level targets.
24. The importance of differentiating between the needs of 'short term' and 'long term' NEETs was stressed throughout the seminar, not just in relation to funding and performance management systems, but also to inform curriculum planning, additional support, and the multi-agency approaches to addressing the range of barriers that different groups of NEETs face.

² This could be akin to the DWP proposal to set out a pricing structure that reflects the cost of supporting different types of jobseekers. See speech by Lord Freud on June 2nd here <http://www.dwp.gov.uk/newsroom/ministers-speeches/2010/02-06-10.shtml>

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Performance measures need to value wider forms of engagement

25. There were also calls for wider forms of engagement to be valued for young people who might be finding the transition to adult life and adult careers more difficult. Quite apart from the negativity implied by the label 'Not in Education, Employment or Training', the description tends to suggest that it is *'hard learning'* that society expects young people to engage in. Experienced professionals suggested, however, that for some young people, the goal should initially be to keep them engaged *'in some way'*, for example in community development activity which could give them a purpose and act as a stepping stone into more formal learning activity when they were ready for it.
26. Systems that measure success by means of qualifications may under-represent the achievements of people at risk of disengagement. A scorecard approach could be developed to reflect young people's different starting points and capture the impact of their engagement in a wider range of successes.
27. This is particularly relevant in the current economic context where young people are finding it difficult to secure work. Moreover an outcome funding system that simply rewarded providers for progressing young or adult NEETs into paid work could also jeopardise providers' financial stability.

Young people may need a pause button to retain their entitlements

28. There was also a suggestion that it might be more useful for some young people to have the flexibility to press 'pause' on their two year entitlement to post-16 learning. Some young people slip lightly into the post-16 phase only to drop out at 17 when they realise it's not for them, or they discover they are on the wrong path. How can we ensure that if that happens, they collect credit that can be built on later and retain the rest of their entitlement? More flexible credit-based and modular approaches for accrediting learning and organising funding would represent a major step forward, particularly if these were applied across both further and higher education.
29. John Hayes indicated that his department was looking again at learner accounts, which would help to give learners more control over their learning journeys. Our discussion suggested that enshrining some form of entitlement post-16 perhaps defined in terms of credits, could be a way forward.

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Performance systems should support best decisions for learners

30. The non-linear pathways that increasing numbers of young people³ follow are not well reflected in the ways provider performance is measured. The seminar heard that although it may make sense for a young person to move from one provider to another mid-year (for example to move to a more suitable course, to get support for health needs, or because they have caring roles that constrain their time), the providers' performance systems do not recognise a successful transfer as a positive outcome. Instead, it is viewed as a 'drop-out' and counts against the provider in their overall performance rating.

Understanding the true costs and benefits

31. Valuing a wider range of forms of engagement by young people also goes hand-in-hand with the need to acknowledge the social as well as economic outcomes of learning. A new approach to performance measurement which recognises expenditure on education as an '*investment*' rather than as '*consumption*' would enable the sector and policy makers to take a longer term view of the costs and benefits of supporting young people on their pathways to adult life.
32. Research for the Coventry, Solihull and Warwickshire Total Place NEETs project estimated that public sector expenditure on just approx 2000 16-18 year old NEETs was £14.8 million, and that the total cost to the area of having young people not in education, employment or training was between £56 million and £66 million each year. And research from the Inquiry into the Future for Lifelong Learning indicates, for example, that those who experienced unemployment in their youth and did not re-engage in learning in their early 20s suffered significant wage penalties by their early 30s⁴. More evidence of this kind is emerging that could inform more sophisticated approaches to measuring and valuing the impact of learning.

Contracting and funding from different departments need to be consistent and follow learners

33. Simplifying the existing funding and planning systems for post-16 learning will offer providers greater flexibility to respond more effectively to learners' (or customers') needs. But from age 18 onwards, flexibility is needed in both DWP and BIS arrangements, and freedoms need to be applied consistently for learners across public, private and third sector providers. Providers spoke of the difficulty of knowing '*who's client are you?*' where their customers/learners are also receiving support from different services, contracted differently, which can be difficult to integrate into '*holistic*'

³ See Furlong et al (2003) *Youth transitions: Patterns of vulnerability and processes of social inclusion* in Schuller and Watson (2009) *Learning Through Life*, page 91.

⁴ Field (2009); Wellbeing and Happiness, IFLL Thematic Paper 4

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packages of welfare, learning and work support. It was encouraging to hear from John Hayes that his team is working closely with colleagues in DWP.

34. The '*prime contractor*' model of DWP contracting was also viewed as a barrier. The model relies on a small number of '*prime contractors*' sub-contracting large contracts to smaller providers, but the unit price within the sub-contracts can limit the support available to the longer-term unemployed.

Data sharing could be improved without increasing costs

35. *Data sharing has come* to be viewed as an expensive activity, but there are simple things that could be done better *without increasing costs*. For example, there is currently no system that ensures that colleges or other post-16 providers know which of their new students are looked after or are living away from home. Just raising this issue stimulated providers at the seminar to start thinking about what more could be done in terms of whole family approaches, working with multi-agency partners; and how young people might be encouraged to act as peer advocates and role models.
36. Despite the amount of work that is still required, we were reminded that for over 90%⁵ of young people, the system is working. The spend on and cost of NEETs, calculated as part of Coventry, Solihull and Warwickshire's Total Place work, suggests there is scope to both improve the support available to this group and longer term to secure significant efficiencies in the total public spend on them, whilst recognising the additional costs involved particularly in supporting longer-term NEETs.

NEETs are not a homogenous group

37. Around one quarter of the young people interviewed as part of the NIACE research project were living away from home. Of the adults interviewed, many had recently been made redundant; others reported health and disability issues. NIACE's research indicates that there is a range of reasons why young people and adults become NEET, which can vary significantly with a mix of local social and economic reasons. In the current economic climate, the term is increasingly being used to cover not only young people and adults disadvantaged by their socio-economic status, but also experienced professionals who have found themselves out of work as a result of the recession.
38. Clearly, NEETs are a heterogeneous group: practitioners' research has emphasised the importance of understanding in detail the needs and characteristics of the people and groups with whom they work. A key distinction was drawn, however, between 'short-term' and 'longer-term' NEETs. Those who are less detached are indeed easier

⁵ On average 7% of 16-18 year olds are NEET, rising to nearer 10% across the wider 16-24 age group.

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- to 'rescue' – perhaps through targeted information advice and guidance interventions and help with accessing additional learning and maintenance support.
39. However the number of longer-term NEETs has remained stubbornly high and a different strategy is needed for that group. The seminar heard this group are in particular need of bite-size, informal learning opportunities that can be built up and 'banked' as positive learning experiences, and effective multi-agency approaches that can look at their housing circumstances, family situation, caring responsibilities, debt, addiction or health issues in a more holistic way and work out what forms of engagement are likely to be most appropriate and effective.
40. A further key difference between groups of NEETs is their age. Entitlements to education, training and support for work differ depending on whether someone is between the ages of 16 and 18, between the ages of 18 and 24, or over 25⁶. There is an emerging consensus⁷ about the importance of seeing the years up to age 25 as an extended period of initial formation for young people as they explore a range of pathways towards adulthood and adult careers. This further strengthens the arguments for looking at a more flexible form of the 2-year 16-18 entitlement, a modular approach to awarding and 'banking' learning credits, and alternative pathways to new forms of higher education. For the over 25s, the evidence from the research indicates there is room to improve the integration of a range of welfare services, and a demand from adults, too, for short episodes of modular learning.

Information advice and guidance

41. Good quality information advice and guidance (IAG) was widely reported by the practitioner researchers as an important factor in stopping young people becoming and ceasing to be NEET. The relatively low status of IAG was highlighted when one participant suggested that a way to improve it would be *'to give IAG the same OFSTED priority as safe-guarding'*.
42. IAG should be about more than finding a way through the next transition or crisis point. For longer-term NEETs in particular, it should be more effectively embedded in wider programmes of support. One of the college-based practitioner researchers stressed the importance of *'re-developing strategies for outreach and providing CPD support for tutors'*. There were calls for *'less initiative'* now that there are systematic opportunities to develop the professional practice of the sector, and a stronger focus on *'learning about the ways that learners develop'* in teacher training programmes.

⁶ See LGA Hidden Talents II <http://www.lga.gov.uk/lga/aio/4919690> for details of what is available at different age groups see p.12 of the document

⁷ See *Learning Through Life* the main report from the Inquiry into the Future for Lifelong Learning (Chp 5) – www.lifelonglearninginquiry.org.uk and LGA's Hidden Talents II – link above

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43. The tension between the need for impartiality in IAG, and the tough competition between institutions for students was explored. Academies are likely to add to this picture, raising a key question about whether genuine impartiality of IAG can be secured with our current forms of institutional performance management.
44. There were calls for earlier work on prevention, to help children develop a '*sense of where they are going*'. Family and intergenerational learning was an important strategy, but there were also suggestions that young people's experiences of transition, between infant and junior, and primary or middle and secondary schools might be impacting on their resilience when making transitions at 16. One suggestion for further research was to explore whether one move from primary to secondary education, or two moves from first to junior to secondary school, had an impact on young people's transitions at 16. There was particular interest in whether middle school experiments had yielded any distinctive outcomes for learners.
45. Turning 18 also brings risks for young people, in terms of the IAG support they receive. The differences between the Connexions and JobCentre Plus approaches can be significant and data sharing between the two services does not always work very well. LSIS/Association of Colleges⁸ research on the involvement colleges in the 13 'Total Place' pilots last year revealed this to be a key issue for local area partnerships. Research with the client group in Worcestershire⁹, for example, revealed that although they benefitted from the services of both agencies they were confused about who provided what in the current set up and would welcome more information and clearer advice.
46. For the agencies, there was duplication of effort in tracking and working independently with the client group. The work in Worcestershire has led to a proposal to establish a single commissioning process for services for 16–24 year olds, which it is anticipated could result in 20% administrative efficiencies and 10% efficiencies across the costs of the whole programme (currently approx £5 million).
47. In another example, a single employment programme had been developed for unemployed people in Lewisham¹⁰ in which all national, regional and local funding streams were pooled to enable local needs to be effectively targeted and met. The work in Lewisham suggested that an increased focus on incapacity benefit claimants in the borough could achieve savings of approx £3 million. There is scope to learn and

⁸ LSIS/AOC Total Place report will be available here
<http://www.excellencegateway.org.uk/page.aspx?o=200603>

⁹ Worcestershire Total Place pilot report at
<http://www.worcestershirepartnership.org.uk/cms/pdf/TP%20FINAL%20SUBMISSION%20V1%202%20pdf.pdf>

¹⁰ Lewisham Total Place pilot report at
http://www.lewishamstrategicpartnership.org.uk/news_story.asp?id=111

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share the practice from these examples more widely to inform the design of more integrated approaches to IAG for people who are NEET.

48. The seminar also discussed how maintenance support can make the difference between learners sticking with their programmes and becoming NEET. Sometimes simple, small scale support – for example covering the cost of a bus pass – can have a significant impact on maintaining the engagement of those at risk of ‘dropping out’. But getting access to learning and maintenance support can be a confusing business, and entitlements change at different ages and stages, making it seem like an uphill struggle for disillusioned learners to stick with it.

Curriculum design and development

49. The importance of bespoke curriculum design for groups who are NEET was stressed repeatedly by practitioner researchers as one of their key learning points from the project. In one example, a work-based learning provider had extended one of its programmes by half a day each week to offer more tutorial/small group time to learners, as a direct result of feedback gathered from the research. The research revealed how private and third sector providers have used the flexibility within e2e-type schemes to offer engaging programmes to their client groups, for example, combining blended learning using ICT, delivering content in different community locations, or improving learning support through coaching and mentoring. These approaches engage people who are NEET, but may also be appropriate to the wider learner population.
50. The important role that the third sector plays in working with people who are NEET was evident from the research. Not only do learning providers within the third sector provide IAG and learning opportunities, the third sector as a whole offers crucial opportunities for volunteering, enabling young people and adults to get involved in their communities as a step towards learning and paid work.
51. Last, but my no means least, the value of involving people who are NEET in shaping their own programmes should not be underestimated – the practitioner research projects demonstrated this time and again. Learners might help to design support specific to their own needs, or be involved more broadly in offering insights to providers about how they might improve their overall systems and delivery.

Implications for policy – ten key messages

52. John Hayes set down a challenge in the seminar to LSIS and participants to identify areas where current systems get in the way of effective practice and where greater professional freedoms are needed to optimise services. From the presentations and the discussion described above, the following ten areas could be considered:

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- I. Funding should recognise the additional costs of working with those at risk of disengagement.
- II. Performance systems should not deter providers from transferring learners to more appropriate provision or suspending participation whilst learners are dealing with health, family or other personal issues.
- III. Learners who leave their studies to progress to sustainable employment should be defined as a positive outcome rather than as a drop-out or negative outcome.
- IV. A credit-based system should allow learners to bank all achievement in order to be able to build progressively on achievement even when study patterns are disrupted. This would enable providers to ensure that all learners leaving their programmes early receive credit for their achievements up to that point and are informed of opportunities for re-entry.
- V. Performance measures should recognise that maintaining positive engagement and closeness to learning can be a successful outcome for some at-risk learners and that qualification-bearing programmes are not always the most suitable option.
- VI. Many learners would benefit from a pause button after their compulsory education to ensure that they take up their precious entitlement post-16 when they are ready to take full advantage.
- VII. A strategic approach to working with young people who are NEET should view the years between 16 and 25 as a coherent single phase. It should offer a range of flexible opportunities for extended initial formation as young people explore different pathways to adulthood. This would enable the design of more integrated services pre- and post-18, including between BIS and DWP.
- VIII. Reconsideration is needed about sharing information between providers – for example, when young learners are in care or living away from home.
- IX. Consideration should be given to making IAG a major focus of Ofsted inspections. People at risk of disengagement need multiple agencies to work together – for example, social services, mental health, and justice – in a co-ordinated manner, sharing resources and managing transitions and information appropriately¹¹.

¹¹ Working with Coventry, Solihull and Warwickshire, LSIS will be researching how professionals can improve practice through designing systems together and will identify where funding and accountability systems get in the way and need to be changed.

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Implications for further research and for LSIS programmes

53. The practitioner research managed by NIACE for LSIS, and the discussion at the seminar itself have raised a number of possible areas for further research and investigation, including:

Curriculum design

- How can we develop providers' curriculum design and development capacity to respond to the needs of people who are NEET, and what flexibilities in existing curriculum and qualifications frameworks would facilitate this?
- How can learner empowerment and self-realisation be built into the curriculum to support personal development and IAG processes?

Understanding the characteristics of NEETs

- Is the resilience of young people at points of transition affected by their early experience of transitions from middle or primary to secondary, or infant to junior to secondary schools?
- What might be done to understand more about and build links with those who are 'not known' as opposed to NEET, and therefore likely to be even further removed from education, training, work and community life?
- What further analysis of the NIACE research data would add to the picture already painted by the research? Ideas at the seminar included: using the scale and range of the research to understand more about the characteristics and needs of particular groups, eg people from BME communities, or people with disabilities; and to explore what people who are NEET say, not just about what they want to learn, but '*how*' they want their learning. In addition, LSIS will explore whether the data can be developed as the basis for benchmarking.

Multi-agency working, systems change and professional practice

54. In addition, LSIS is just starting the work described earlier (see paragraph 7) with Coventry, Solihull and Warwickshire to develop a whole system approach to reduce the numbers of NEETs through a multi-agency approach¹². We expect this to help us to address the following questions:

- What can we learn about how to do multi-agency working systematically, and how can innovation be built into mainstream public service design and delivery?
- How might sector leaders respond to an expectation of multi-agency working within future funding and performance management systems?

¹² The research is due to report by Christmas 2010.

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- What more could we learn from area-based approaches about how to develop innovative approaches and secure efficiencies in working with people who are NEET?
- How should independent and third sector learning providers be supported so that their crucial work with people who are NEET can be fully and appropriately harnessed within multi-agency approaches?
- Should young people have a primary mentor who provides a single point of support?

Caroline Mager
Executive Director, Policy, Research and Communications

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Annex – NIACE's 15 early lessons from the research

Impact on providers

This is much more than a research project!

1. Developed and utilised research skills with direct implications for their work.
2. Developed partner relationships.
3. Created a community of interest.
4. A field led innovation in addressing a key and challenging social policy.
5. Providers and practitioners need to be aware of, and understand policy, in order to communicate it well.

What do the data tell us about young people?

6. Motivation is curriculum.
7. The NEET label masks a wide range of diversity.
8. The route from non-participation into learning and employment isn't a simple or a straightforward one.
9. Schools can damage your learning health.
10. Catch people when they are ready to learn.

What do the data tell us about adults?

11. If we think that young people are diverse, then adults are even more so.
12. People with the lowest skills have the longest journeys to sustainable work.
13. Displacement from the labour market can seriously damage your life chances.
14. Opportunities to learn informally affect attitudes towards formal learning.
15. Big chunks of learning are difficult to fit into busy lives.

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Seminar Participants

Seminar Chair:

Dr David Collins CBE, Chief Executive, LSIS

Keynote Speakers:

Dr Fiona Aldridge, Programme Director, National Institute of Adult Continuing Education

John Hayes MP, Minister of State for Further Education, Skills and Lifelong Learning, BIS

Steve Stewart OBE, Chief Executive of Coventry Solihull & Warwickshire Partnerships Ltd, (CSWP), Coventry and Warwickshire Connexions

Alan Tuckett OBE, Director, National Institute of Adult Continuing Education

Name	Title	Organisation
Pat Bacon	Principal	St Helens College and AoC President
Sue Baldwin	Director, Young People's Participation & Attainment Group	Department for Education
Margaret Bennett	Executive Director, Innovation and Improvement	LSIS
Wally Brown CBE	Former Principal, Liverpool Community College	LSIS Board Member
Lorraine Casey	Research Officer	NIACE
Stuart Christie	Partnerships Manager	Albion in the Community
Mark Clarke	Chief Executive	Dingle Opportunities
Adam Clemerson	Acting Director of Adult and Employer Responsiveness	Tyne Metropolitan College
Paul Connor	Director of Training Operations	GenII/Nucleus
Sarah Cripps	Divisional Director	Skillspoint
Huw Davies	Director for Curriculum & Innovation	Petroc
Paul Eeles	Director of Sector Reforms & 14-19	Association of Learning Providers
Colin Farmery	Assistant Principal: Adult	St Vincent College

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Name	Title	Organisation
	Learning & Community	
Teresa Farran	Assistant Principal Curriculum and Quality	Salford City College
Dave Gill	Director of International, Community and Functional Skills	Telford College of Arts and Technology
Steve Goodman	Director 14-19 (Interim)	Becta
Anthony Harmer	Chief Executive	ELATT
Joan Griffiths	Assistant Principal	Oldham College
Avril Hill	Director, Student Services	Milton Keynes College
John Hyde	CEO	HIT Training Ltd & LSIS Council Member
Nathan John	Chief Executive Officer	Youth Enlightenment Ltd
Amy Keenan	Head of Communications	ERSA (Employment Related Services Association)
Jean Kelly	Director of Professional Development	Institute for Learning
Sarah Kiernan	Assistant Director Enterprise and Partnerships	Working Men's College
Jane Kimberley	Assistant Principal for Community Partnerships & Customer Service	North Warwickshire and Hinckley College
Gemma Knott	Communications Officer	157 Group
Steve Lay	Group Manager	Somerset County Council and Holey
David Lett	Director	New Meaning
Caroline Mager	Executive Director, Policy, Research and Communications	LSIS

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Name	Title	Organisation
Desna McAll	Vice Principal	Cirencester College
Sue McKendry	Head of 14-19 Reform	Becta
David Mortimer	Director	Q Training
Val Naylor	Director of community cohesion and safeguarding & Deputy Principal	Southgate College
Amanda O'Shea	14-19 Engagement Manager	Croydon College
Nick Owen	Director	Aspire Trust
Catherine Paulson-Ellis	Assistant Director Social Mobility Unit	Department for Business Innovation and Skills
Hilary Rimmer	Executive Director for Adult Learners	Birmingham Metropolitan College
Joanne Savage	Raising Expectations Action Programme	Local Government Association
Emma Shelley-Wakeling	Executive Director for Business Innovation & Enterprise	Barking and Dagenham College
Dame Ruth Silver DBE	Chair	LSIS Board Member
Ann Marie Spry	Director of Work & Life Skills	Leeds City College
Sue Wallis	Director of Quality, Curriculum and Resources	City of Sunderland College
Ken Warman	Principal	BSix Brooke House Sixth Form College and Sixth Form Colleges Forum
Sarah Window	Policy Adviser, Social Mobility Unit, Further Education Directorate	Department for Business Innovation and Skills

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Further relevant reading

In addition to the recent work by NIACE and the ongoing developments in Coventry, Solihull and Warwickshire there is a rich resource of published material. The list below includes a number of websites and reports that have been useful to LSIS in preparing for the seminar. It does not claim to be complete, but is representative of some of the work to date in the sector and policy area.

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