

Lambeth Equality Commission

A Lambeth for all Residents

Briefing Paper 6: Participation, inclusion and transition to adulthood

Introduction

This briefing paper brings together evidence on a range of issues affecting Lambeth's young people with a focus on transitions to, and participation in, post-16 education and employment, and those young people at greatest risk of underachievement, disengagement and exclusion. It is intended to complement and add to briefing papers 2 and 3 on education and employment, and responds to requests by commissioners for more information on specific issues (for example, school exclusions).

We know that there is a strong relationship between skills, employment and income and that these in turn will determine residents' life chances and outcomes across a range of areas. It is therefore important that we ensure that as many of young people as possible remain engaged with and progress through education and training, to achieve the skills that will help them to secure good quality employment. However, we know that there are particular issues that undermine participation and progression, and that there are some young people at particular risk of disengagement who may need more attention and support. We also know that making the transition to post 16 education is challenging for some, and is the point at which they are most likely to disengage from education and training. These issues are the focus of this paper.

Policy context

Over recent years there have been a range of policies with the aim of tackling inequalities experienced by young people.

Policies which have sought to reduce unemployment and inactivity amongst young people include:

- **Full time education:** From summer 2014, pupils at the end of year 11 have been required to continue to participate in education or training until their 18th birthday. Post-16 options include: Full-time education (e.g. school, college or home education); an apprenticeship or traineeship; part-time education or training if employed, self-employed or volunteering full-time. Lambeth has 18 secondary schools with 13 sixth forms and three secondary special schools with sixth forms. We have recently opened a 19-24 College for young adults with profound and complex special needs.
- **Apprenticeships:** Apprenticeships are paid jobs that incorporate on and off the job training. Successful apprentices receive a nationally recognised qualification on completion of their contract. The Government pays a proportion of the training costs for apprentices, depending on their age, with remaining training costs normally covered by the employer.
- **Traineeships:** People aged under 24 who are unemployed and have little work experience, but can be prepared for employment or an apprenticeship within six months are able to start traineeships. Traineeships provide education, training and work experience to young people to help them get an apprenticeship or other job.

- **Work Programme:** The Government's main welfare-to-work scheme, the Work Programme, offers support to various groups of long-term unemployed people depending on their particular circumstances. Individuals are referred on to the Work Programme from their local Jobcentre Plus after they have been receiving JSA or ESA for a minimum amount of time. Those aged 18-24 on JSA are referred to the programme after the 9-month point of their claim. Some claimants who are not in education, training or employment are referred early to the Work Programme, after claiming for three months.

However, we also know that there are other policies which have potential to make life harder for young people. University maintenance grants (which are worth up to £3,500 a year and were previously available to around half of students from the lowest income households) have been scrapped and replaced with maintenance loans. The Institute for Fiscal Studies estimates that this will increase the graduate debt of affected individuals by around £12,500, raising concerns that this change will deter pupils from lower income backgrounds from going on to university. Students from London attending London universities may be able to save money by remaining in the parental home, but this will not be possible for all, and any 'savings' need to be seen in the context of high tuition fees at London's universities.

The Lambeth Context

Education

Our briefing paper on education offered an overview of attainment by Lambeth students up until GCSE level and highlighted where there are unequal attainment outcomes for different groups of residents. Overall outcomes for Lambeth pupils at age 16 are good and above the national average. However, we know that there are a number of other issues related to participation in post-16 education that have equalities impacts.

About a third of pupils do not progress to receive level 3 (A Level) qualifications at age 19. Whilst Inner London has seen a substantial fall in the proportion of 19-year-olds lacking Level 3 qualifications over the past decade¹, this still stands at 37%, a significant proportion, though lower than the English average of 44%. In Lambeth, the proportion without level 3² qualifications stands at 37%, is in line with the London average. Reassuringly, the proportion of 25-49 year olds without level 3 qualifications is lower (22% compared to the London average of 33%), suggesting that a significant number of young people acquire these qualifications later in life.

Significant numbers of young people are not in education, training or employment (NEET) Inner London had the highest proportion of school leavers not in education, training or employment (NEET) in the UK (4%, compared to 2% elsewhere)³. In Lambeth, we understand about 2.7% of year 12 and 13 pupils not to be in education, training or employment though this figure changes regularly and because of the mobility of this age group it is sometimes difficult to check on what pupils are doing at any one time and whether they have moved out of the borough.

Young people with certain characteristics or in particular circumstances are much more likely not to be in education, training or employment. These include:

¹ London Poverty Profile

² For example: A-Levels, access to higher education diploma, advanced apprenticeships, NVQ level 3.

³ London Poverty Profile

- disabled young people who are more than three times as likely to be NEET as those without⁴,⁵;
- young carers, who are twice as likely to be NEET;
- young pregnant women and young parents;
- young people who have not achieved five or more GCSEs grade A-C;
- young people eligible for free school meals;
- young people have been excluded or suspended from school;
- young people under supervision by youth offending services; and,
- young people with substance use issues.

Young People from Inner London are more likely to progress to Higher Education (HE) A higher than average proportion of London's pupils go on to HE (55% in Inner London; 57% in Outer London) compared to the average for England (48%), and this is also the case for Lambeth. Whilst the majority follow a 'traditional' route into HE aged 20 (77%), just under a quarter (23%) move into HE aged 21-24. The majority progress to HE have L3 qualification (A level) and come from school 6th forms (42% compared to 25% FE, 12% unknown, 11% 6th form college). Almost half (48%) go to London Universities⁶.

We expect some groups of Lambeth's residents are either over or underrepresented in HE, and whilst we have reliable statistics for some characteristics, we do not for others. So whilst we do know that young men are less likely than young women to progress to HE (43% compared to 57%), we do not have the analysis that would tell us if the numbers of young people from different ethnic groups progressing to HE is proportionate to the resident population by that age group.

Employment

Labour market participation varies with age. The youth unemployment rate in London stood at 19% in the 12 months to June 2016, significantly higher than the national average (14.1%).⁷ Reliable data for unemployment among 16-24 year olds is not available for Lambeth, but we do know that:

- The youth *employment* rate is marginally below the London average (45% in Lambeth compared to 46% for London and 54% for England).⁸
- The youth *claimant rate* is above average (there were 755 18-24 year olds in Lambeth claiming benefits principally for the reason of being unemployed in September 2016 – equal to 2.7% of residents in that age group, compared to 2.3% for London and 2.7% for England).⁹

The level of qualification is a good predictor of labour market success – employment rates in Lambeth ranged from 36% for working-age people with no qualifications to 90% of people qualified to level 4 and above in 2015.¹⁰ More specifically, young people with low or no qualifications made up a third of young

⁴ ONS Labour Force Survey

⁵ Audit Commission, *Against the odds*, July 2010

⁶ The top five most popular destinations in 2016 were: Kingston University; London South Bank University; The University of Greenwich; London Metropolitan University; University of the Arts, London

⁷ ONS (2016) Annual Population Survey

⁸ ONS (2016) Annual Population Survey – 4-period-moving-average (from Oct 2014-Sep 2015 to Jul 2015-Jun 2016).

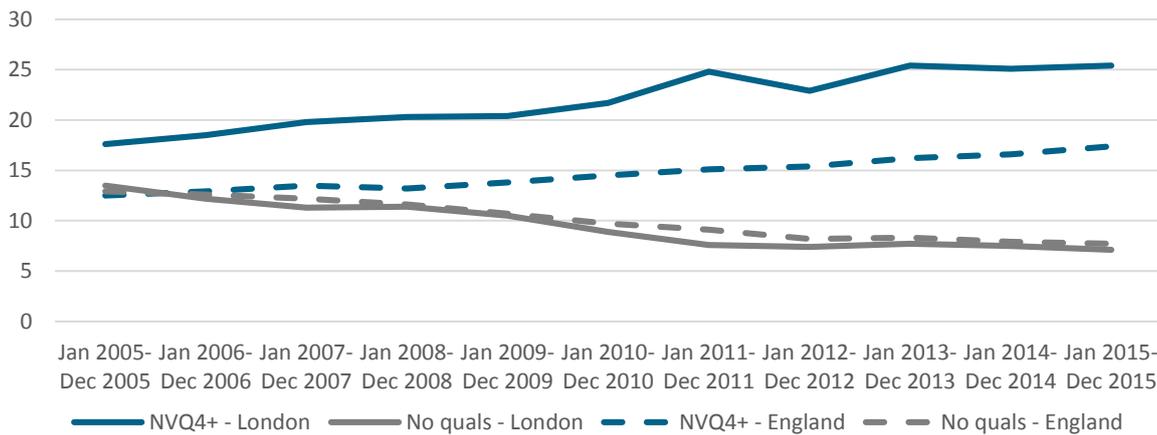
⁹ DWP/Nomis (2016) Claimant count by sex and age (% calculated using ONS Population Estimates for 2015)

¹⁰ ONS (2016) Annual Population Survey

people out of work in Lambeth in 2011, despite accounting for only a fifth of all 16-24 year olds living in the borough.¹¹

As **Figure 1** shows, there have been significant increases in the proportion of young people with Level 4 or higher qualifications at London level in the last decade; while the proportion of young people with no qualifications has also fallen considerably. Note, this data is also not reliable at a Lambeth level, but similar trends seem apparent locally.

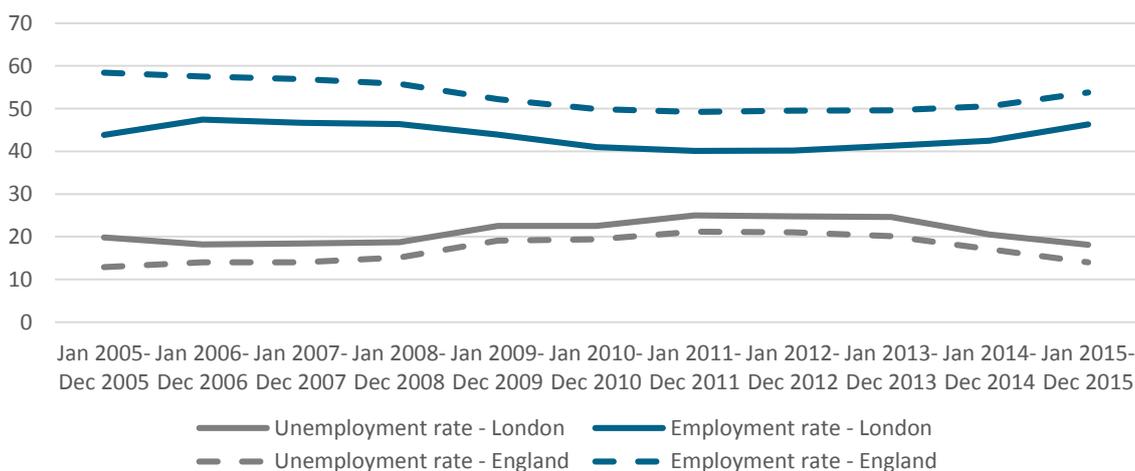
Figure 1: Qualifications among 16-24 year olds in London (2005-2015)



Source: ONS Annual Population Survey

Yet, as **Figure 2** indicates, this increase in employability as measured by formal qualifications has not prevented employment levels of young people falling. The proportion of young people in employment in London fell following the economic downturn in 2007, and was still below pre-recession rates in 2015. Moreover, despite higher qualification attainment, labour market outcomes (employment and unemployment rates) are worse for young people in London than England as a whole.

Figure 2: Employment among 16-24 year olds in London (2005-2015)



Source: ONS Annual Population Survey

¹¹ ONS Census 2011 – data is for 2011 (low or no qualifications includes those with Level 1 qualifications or below). Note, 44% of young people with low or no qualifications were unemployed in 2011 (including full-time students), compared to 32% for England as a whole.

This suggests that, while growing participation in higher education may have many positive aspects, there are other factors that make it difficult for young people to gain a foothold in the local labour market.¹² The following issues are relevant:

- **Lack of work experience opportunities.** Exposure to the world of work is significant for young people to get a start in their careers and employers say that work experience is the thing they value most in recruits.¹³ However, less than a fifth (19%) of London employers offer work experience placements to people in school, while there has also been a significant decline in the numbers of 16-17 year olds who hold down a part-time job whilst in full time education.¹⁴
- **Hiring practices among London employers and a ready supply of university graduates.** London employers are significantly less likely than those in other regions to recruit 16-18 year olds (17% of London employers in 2014, compared to 27% in the rest of England), but twice as likely to have recruited someone to their first job from university or an HE institution in the last 2-3 years (24% of London employers; 12% in the rest of England).¹⁵ This is partly down to the supply of graduates in London – the capital accounts for less than fifth of jobs, but a quarter of all new graduates from UK universities work in London six months after graduation.¹⁶
- **High competition for jobs makes it harder for young people to find work.**¹⁷ At the same time, there is some evidence that higher skilled workers have ‘bumped down’ in the labour market, taking up lower skilled jobs.¹⁸ Given the high skill profile of workers in Lambeth, this is likely to have influenced the number of opportunities available to young people seeking to enter the labour market, particularly those with lower skills. There is a need to support in-work progression to open up entry-level positions and support young people to enter employment.
- **Young people in Lambeth often lack a strong technical/vocational route into employment.** Although policy for tackling youth unemployment has often focussed on growing the number of apprenticeships, there are still a lower proportion of 16-17 year olds in apprenticeships in Lambeth (1.7%) than in England as a whole (5.0%).¹⁹ And, while apprenticeships should generally be targeted at school-leavers and young people in general, people aged 25 and over accounted for over half (56%) of all starts in Lambeth in 2014/15.²⁰
- **There is a stark gap in employment rates between young people from ethnic minorities and White British young people.** In particular, young people from black (21%) and mixed/multiple ethnic groups

¹² There is also an increasingly limited number of tertiary awards at sub-degree level in England in both higher and further education institutions. Source: Alison Wolf / Education Policy Institute (2016) Remaking Tertiary Education

¹³ Nationally, two-thirds of employers say work experience is a critical or significant factor in their recruitment – source: UKCES (2015) Catch 16-24

¹⁴ UKCES (2015) Catch 16-24

¹⁵ UKCES (2014) Employer Perspectives Survey 2014: Technical report, Evidence Report 88

¹⁶ Centre for Cities (2016) The Great British Brain Drain, November 2016

¹⁷ The rate of jobs growth in London has just kept pace with the rise in the working-age population in Lambeth. For example, between 2004 and 2014, the total working age population in Lambeth increased by 19%, compared to 21% jobs growth across London as a whole. Sources: ONS (2016) Mid-Year Population Estimates and Jobs Density

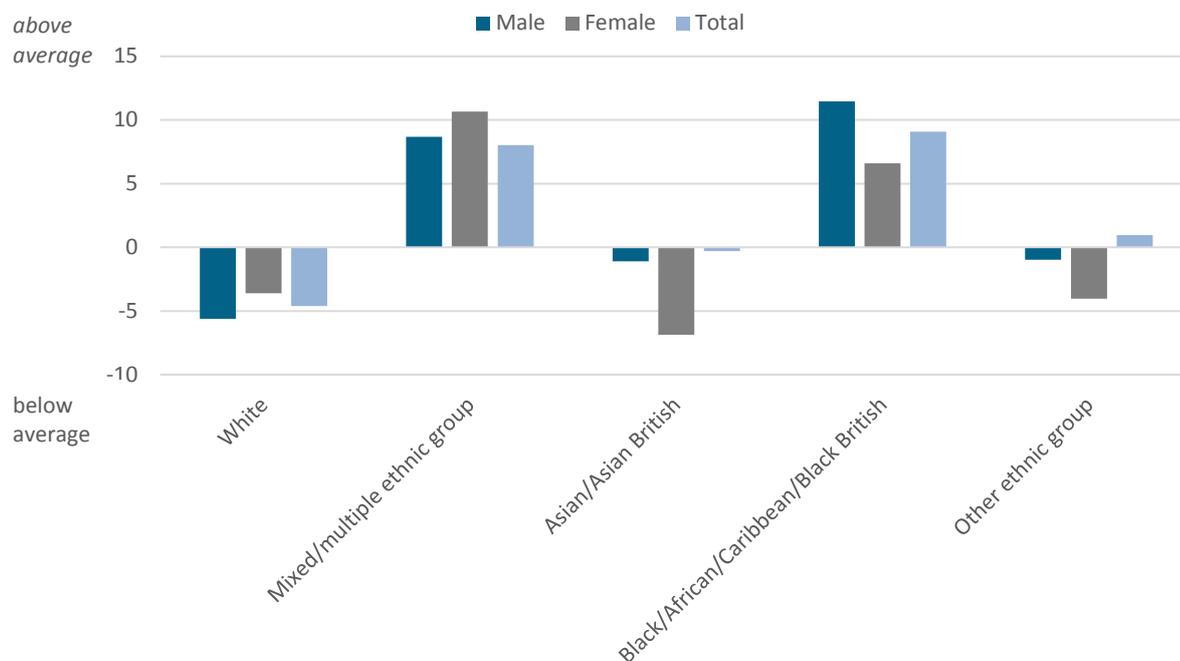
¹⁸ The Work Foundation (2014) London: A Tale of Two Cities

¹⁹ Department for Education (2016) NEET Scorecard, October 2016. Note, partly because of the nature of the capital’s sectoral mix, London generally has both a lower apprenticeship participation rate than other English regions, and a smaller proportion of firms offering adult apprenticeships – source: IPPR (2016) Jobs and skills in London: Building a more responsive skills system in the capital

²⁰ GLA (2016) Apprenticeships starts and completions by Region and Local Authority

(20%) have much higher unemployment rates than other young people in Lambeth, as illustrated in **Figure 3**.²¹ There may be a role for outreach work to increase ethnic, socioeconomic and gender diversity amongst young people entering apprenticeships and other routes into skilled work; while evidence also indicates that racial discrimination can play a role in the initial stage of the selection process, particularly for lower skilled roles and where processes have not been standardised.²²

Figure 3: Lambeth: unemployment gap for 16-24 year olds, by ethnicity (pp, 2011)



Source: ONS Census 2011 – excludes young people in full-time education.

We also know that when young people enter the labour market, there are often issues with **insecure work**. One report found that in 2014, 50 per cent of 18-29 year olds could be classified as ‘insecure’, meaning that they are ‘working part time or in temporary jobs, have not been in position long enough to have various employment rights, or are relatively low paid’. This compares to a rate of 40 per cent 10 years earlier. 84% of those aged 18-30 receive some form of financial support from their parents. 60% of the same age group are in debt of some kind.

What we are doing to address these issues

We deliver a range of statutory and non-statutory activity with the aim of keeping young people engaged with education and training, and supporting their transition to the labour market, with a particular focus on those groups of young people who we know to be at greater risk of disengagement.

School exclusions

The briefing paper (2) on education offers an overview of our rates of exclusion and inequalities in which type of pupils are excluded. This section provides additional detail on the process for exclusion, and outcomes of exclusion.

²¹ ONS Census 2011 – excluding young people in full-time education.

²² Work Foundation (2014) London: addressing the youth employment challenge

Process for school exclusions: The Authority utilises support from the Pupil Referral Unit: Parallel Learning Trust (PLT) / Park Campus in order to determine the most suitable placement for an excluded pupil and engages in reintegration at the earliest possible opportunity.

Post year 11 pupils are assisted via support from the Not in Education, Employment or Training (NEET) team where college placements are not already in place.

Consultation occurs with Headteachers and the PLT so as to avoid exclusions via Managed Moves and considers Managed Transfers to avoid exclusions wherever possible.

- **Managed Move**-an agreement between Headteachers to place a pupil at an alternative school with a return to the originating school if it fails.
- **Managed Transfer**-an agreement between the family, the Headteacher, the Local Authority and the PLT for transferring to an alternative provision with no return to the originating school.

When agreed, Managed Transfers avoid a permanent exclusion occurring and therefore does not result in a negative pupil record relating to events. They only occur in consultation with all parties and by securing written agreement from all.

Outcomes of exclusion: The use of transfers to avoid exclusion has resulted in a reduction of permanent exclusions with 22 individual cases being avoided.

Complex cases requiring resolution and/or support from multiple teams are raised within the Vulnerable Pupil Monitoring Group (VPMG) which is formed of Heads of Service and ensures that cases remain open until all issues are resolved.

Lambeth College has been utilised for year 11 placements where pupils are new to the country or require vocational education arrangements thus ensuring that the young people are not at risk of being NEET from year 12 as they are already on the roll of the college. Mainstream approaches occur where ESOL pupils can be added to a mainstream roll in time for census returns so schools may receive direct pupil funding.

NEET Support

We fund a NEET Support team, which includes three Early Intervention Youth Advisors, Job Centre Plus advisors seconded as part of the Troubled Families programme and a Youth Programme Co-ordinator who manages the team. The focus of the JCP advisors is on 18 plus employment. The aim of the service is to:

- to engage with NEET young people aged 16-19 and support them into education, employment or training opportunities
- to provide follow up support and ensure that EET placements are sustained
- to contribute to Lambeth's Sustainable Communities strategy outcomes by ensuring that more children and young people are on the path to success through good quality education, training and jobs.
- to contribute to meeting local and national targets and indicators around young people's performance and participation . This includes the ESF programme and the Troubled Family agenda

The team's aim is to support young people who are not in education, employment or training (NEET) that fall between the ages of 16-19, or up to the age of 25 if they have special educational needs.

- Provide regular contact with a NEET EIYA who will engage and offer individual support programmes
- Providing quality information, advice and guidance (IAG) around EET options and opportunities
- Action planning & target setting to ensure that client's goals are clear and intervention work can be reviewed and modified where necessary
- Preparing young people with the knowledge and skills to prepare them for entry into EET which includes CV writing, job searching and interview techniques
- Developing and maintaining links with employers and organisations so as to provide young people with opportunities to access to work experience and volunteering
- Provide advice and guidance in relation to this client group to Early Help staff to ensure and support the whole family approach.

In addition to the one to one support, the team also provide a drop in service which operates twice a week. This service can be accessed by any young person requiring IAG, or those that require support to access benefits as an ES9 form can be completed by a member of the team.

The team also consists of three Job Centre Staff based within the service, they work directly with the Early Help team to provide opportunities to families and young people that are at risk of NEET or currently NEET. They are directly funded from the Troubled Family budget. Weekly updates and employability sessions are available and careers, advice and guidance sessions are also provided Working in partnership with local hubs for young people.

ESF CALM Project

Running between July 2016 and March 2018, this project will support a total 911 NEET young people across the Central London Partnership. Lambeth has a local target of signing up 61 young people by 2018. The programme is being delivered in partnership with Lambeth Working, therefore the target has been divided between both parties. Activity delivered across the programme will include:

- *Supporting youth provisions over the summer:* NEET advisers delivered sessions within youth provisions over the summer to support young people aged 16-19. They were able to offer CV support and engaged with young people who needed advice and guidance around education, employment and training.
- *Social Media Campaign* – members of the team participated in social media training facilitated by Brighton & Hove Council which looked at the benefits and practicalities of using Facebook as a means of tracking and engaging young people. Consequently a business case has been put forward to Lambeth communications team for this initiative to be employed by the team.
- *Contacting young people on the NEET and Unsuccessful Apprenticeships list* -The NEET EIYA's have been very proactive and had some success in making contact with young people from these frequently distributed lists. As a result, some of the young people contacted have engaged with a NEET adviser as they require support, and there has also been an added benefit of having young people's destinations updated which has contributed to the fall in numbers of young people registered NEET within the borough

Virtual School for Looked After Children

This is an educational organisation set up to promote the educational achievement of children in care to Lambeth. Its day-to-day running is based on the guidance outlined in the White Paper 'Care matters – Time for change' [2007] now superseded by the new regulations in 'Promoting the Attainment of Looked After Children' introduced in September 2014 as part of the Children and Families Bill 2014.

The Virtual School offers support and advice to social workers, independent reviewing officers, designated teachers for CLA, school governors and foster carers but its main role is to:

- Work with Admissions, Inclusion and SEND teams around the country to secure educational provision for Lambeth CLA wherever they are placed.
- Monitor pupil progress
- Raise educational attainment
- Improve school attendance
- Tackle exclusions
- Have an oversight of children in care to other boroughs resident in Lambeth.
- Provide training for social workers, foster carers and designated teachers that will help to improve outcomes for children looked after.

The Council has also adopted a new corporate approach to supporting looked after children and care leavers into employment, under the title of Steps to Success. The Steps for Success programme provides a corporate approach to improving support for young people leaving care to find and maintain work, and to facilitating access to these young people to council job opportunities including apprenticeships. It has developed a clear approach to identifying young people from the Virtual School and through Social Care, who might be supported into employment, and targeting them for opportunities for employment within the local authority itself.

Youth Offending Service (YOS)

Our YOS places a high degree of emphasis on education, ensuring that young people are in provision and actually attend. The YOS is currently systems for ensuring that anyone classed as a persistent absentee would have their case escalated with an instruction to improve or potentially face a non-attendance prosecution, and is putting in place shared arrangements with the alternative provisions, PCSOs, the PRUs and our Attendance team to ensure this happens.

In addition, and in response to our understanding of the complex landscape young people face in transitioning from school and entering the labour market, we are also implementing the following programmes:

14 – 19 ESF Careers Cluster

The Council has recently secured funding of £666,666 to deliver a programme of careers support through employers for pupils in Lambeth schools. This is being led by the Council's education service, alongside Lambeth Working, Lambeth College, CLC Building Futures and London South Bank University, in partnership with the borough's 16 secondary schools and employers. The main objectives of the programme are to ensure London's young people make successful school to work/Higher Education (HE)

transitions by helping schools and colleges to deliver a high quality and comprehensive careers guidance offer that responds to the opportunities and developments in industry sectors. There is a particular focus within the project to support disadvantaged young people with a particular focus on under and over achievers from BME and/or disadvantaged backgrounds, to support improvement in Special Needs Delivery and for support for children looked after/leaving care. There is significant promotion of apprenticeships via the Lambeth Ambassador Apprenticeship Programme for 18 secondary schools involved. All schools are addressing their CEIAG offer by gaining the Investors in Careers Quality Award.

Apprenticeships

The Council is currently developing its approach to implementing the new public sector apprenticeship duty, which will require public sector bodies to dramatically increase the number of apprentices they employ. This will mean a minimum of 2.3% of the total workforce numbers will need to be apprenticeship starts each year, from 2017. At the same time there is continuing government support and apprenticeship reform continuing, and Lambeth College (along with other providers) is dramatically increasing the volume of apprenticeship training provision.

Despite the government pronouncements about the equivalence of technical and academic routes, apprenticeships are not yet seen by young people or their parents as a good route into work. One way that the Council is seeking to change perceptions of apprenticeships is through Lambeth Apprenticeship Ambitions. This is an awareness-raising programme for 16-19 year olds and their parents, and employers run in partnership with Lambeth College and LSBU. The Council is supporting young people, particularly those further from the labour market, and in particular, care leavers, into apprenticeship positions within the Council. In addition, we have secured opportunities as part of agreements with developers on construction sites, and through the Council's supply chain.

Lambeth Early Help

The new Early Help Service consolidates the Multi Agency Team (MAT) and the Troubled Families (TF) Team (Aspirational Lambeth Families Programme). It offers swift and easy access to early help for families where there are children or young people (0-25) with special needs. The purpose of this service is to intervene early in order to prevent difficulties becoming significant long-term problems. Specifically the Early Help Service aims to improve children's and young people's life chances through better attainment at school by supporting an increase in learning from an early age, improving and sustaining attendance, addressing the causes of exclusion and improving access to further education, employment and training thereby increasing young people's participation and inclusion.

The new Early Help Service was established on the 1st May 2016 consolidating what was the Multi Agency Team (MAT) 1&2 and the Troubled Families (TF) Team (Aspirational Lambeth Families Programme). The service is managed as part of Children's Services in Children's Social Care and is part of Lambeth's response to delivering against Phase Two TF.

The Early Help teams include Early Intervention Social Workers and Early Help Practitioners, NEET advisers, Educational Welfare Team, Employment Advisers and Early Help Team Managers. The Early Help service supports children, young people and their families. The team works under the national Troubled Families programme to support families who meet two or more of the following criteria: parents and children involved in crime or anti-social behaviour; children who have not been attending school regularly in the last 3 consecutive terms; children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan; Adults out of work or at risk of

financial exclusion or young people at risk of worklessness; families affected by domestic violence and abuse; and, parents and children with a range of health problems.

What our partners are doing

Lambeth College

Lambeth College educates young people and adults across two sites (Clapham and Brixton) with a proposed third site being constructed on the former Vauxhall Campus. In 16/17 the college reported enrolments of 6,382 starts of which 2666 were Lambeth residents with approx. 1120 being 16-18 year old Lambeth residents.

The college has a dedicated Young People and Engagement Department with a provision for 14-16 year olds, Prince Trust (Entry and Level 1 courses) Traineeships (Entry and Level /employability and work experience), NEET provision and young person NEET provision for young people with learning difficulties (16-24) In addition the college offers a range of vocational pathways from Level 1 to Level 3 across 9 sector skills areas in addition to a dedicated Special Needs Provision.

The college has apprenticeship provision offering employed pathways in Construction (plumbing, heating, maintenance ops, bricklaying, Journalism, ICT, Housing, Hospitality, Professional Cookery and Front of House, accounting, business administration and supporting teaching and learning with more standards in the pipeline for 17/18 delivery in line with the implementation of the apprenticeship reform.

London South Bank University (LSBU)

London South Bank University attracts and educates students from non-traditional backgrounds. This can be quantified in terms of the following factors: ethnicity, disability, educational background, and age. In terms of ethnicity, 55% of students come from non-white backgrounds. As for disability, 13% of full-time first-degree students are in receipt of the Disabled Students' Allowance, compared to a UK average of 7%.

98% of full-time first-degree students come from state schools, compared to a UK average of 90%²³. The student body is also relatively mature compared to other UK universities: 70% are over the age of 21 on entry to the University, and 16% are 40 or older. Less than half of full-time first-degree students are under the age of 21 when they begin their studies; the UK average is 79%. They also have a relatively local student body; over 10% of students at Further Education and Sixth Form Colleges living in Southwark progress to higher education at LSBU.

In addition, LSBU is committed to providing financial assistance to help students pay the cost of their undergraduate and postgraduate degrees (each £9,000 per year for a full-time degree). They will provide scholarships of £2,000 to up to 300 students. In addition, all Care Leavers will receive up to £1,000 in travel allowance per year.

²³ All figures for LSBU come from: London South Bank University, *Access Agreement 2016/17*. All UK figures come from the Higher Education Statistics Agency's latest figures.

What else we could do

This report describes our current offer for young people, but it is worth noting that there is no ‘front door’ to offer young people advice and guidance on jobs, training options and entrepreneurship. With the decommissioning of Connexions and imminent closure of further JCP offices across Lambeth, it would be worth considering offering dedicated High Street walk in facility marketed to all of the borough to ensure young people know where they can go to for help and advice. Although there are a range of providers in Lambeth supporting young people, the cross borough offer should be advertised in one place on the main council website. This would require co-ordination across council departments, and partners including the Young Lambeth Co-operative and Lambeth College, and would enable specialist support provided through Early Help Team and other programmes to be signposted.

As the Council increases its influence over skills development under the devolution of skills funding currently taking place, we could work more effectively within key sectors, such as health and social care, construction and other sectors, to develop and promote technical career entry and progression routes, and target opportunities at priority groups within the borough.

Questions for commissioners

1. How far does this paper cover what you understand to be the main issues for young people in progressing in education and training, and into employment? What is missing?
2. What additional information, if any, would you like to understand these issues?
3. Are there any specific issues you’d like the commission to explore in more depth? What, to you, appear to be the most critical issues?
4. Based on what you have read here and your wider knowledge, where do you think we could have most influence and what are the levers available to us?
5. What further action should the commission undertake to explore this topic?