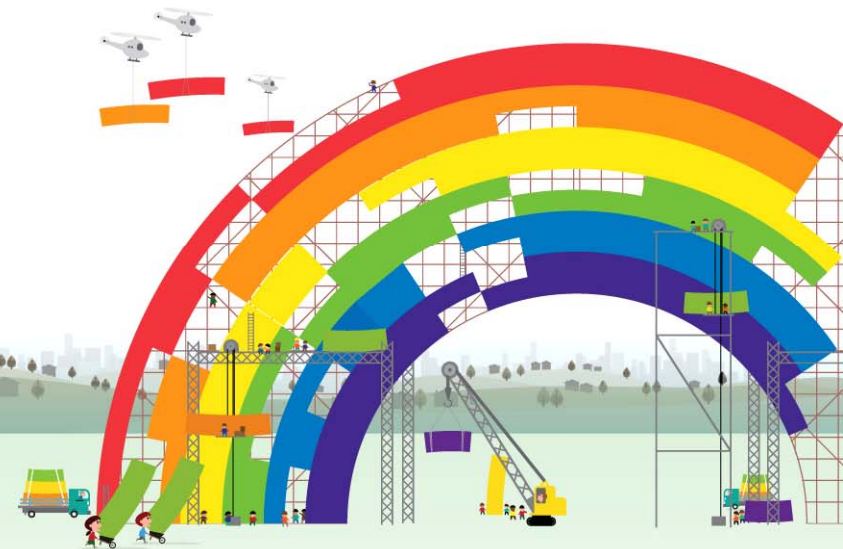


Raising the Participation Age

March 2010

Jon Hanna

DCSF



Raising the Participation Age – rationale and analysis

Raising the Participation Age – focus for delivery

Challenges ahead

Questions and discussion

Raising the Participation Age: All 16-17 year olds in education or training by 2015

The rationale

- Benefits to the young person, their family, employers, the UK economy and society as a whole
- The UK is below the OECD average on post-16 participation
- Young people who gain 5 or more good GCSEs earn on average at least 25% more than those without qualifications and are less likely to have periods of unemployment
- They are also less likely to commit crimes, behave anti-socially, or to suffer ill-health

The requirement

New duty applies to anyone who is:

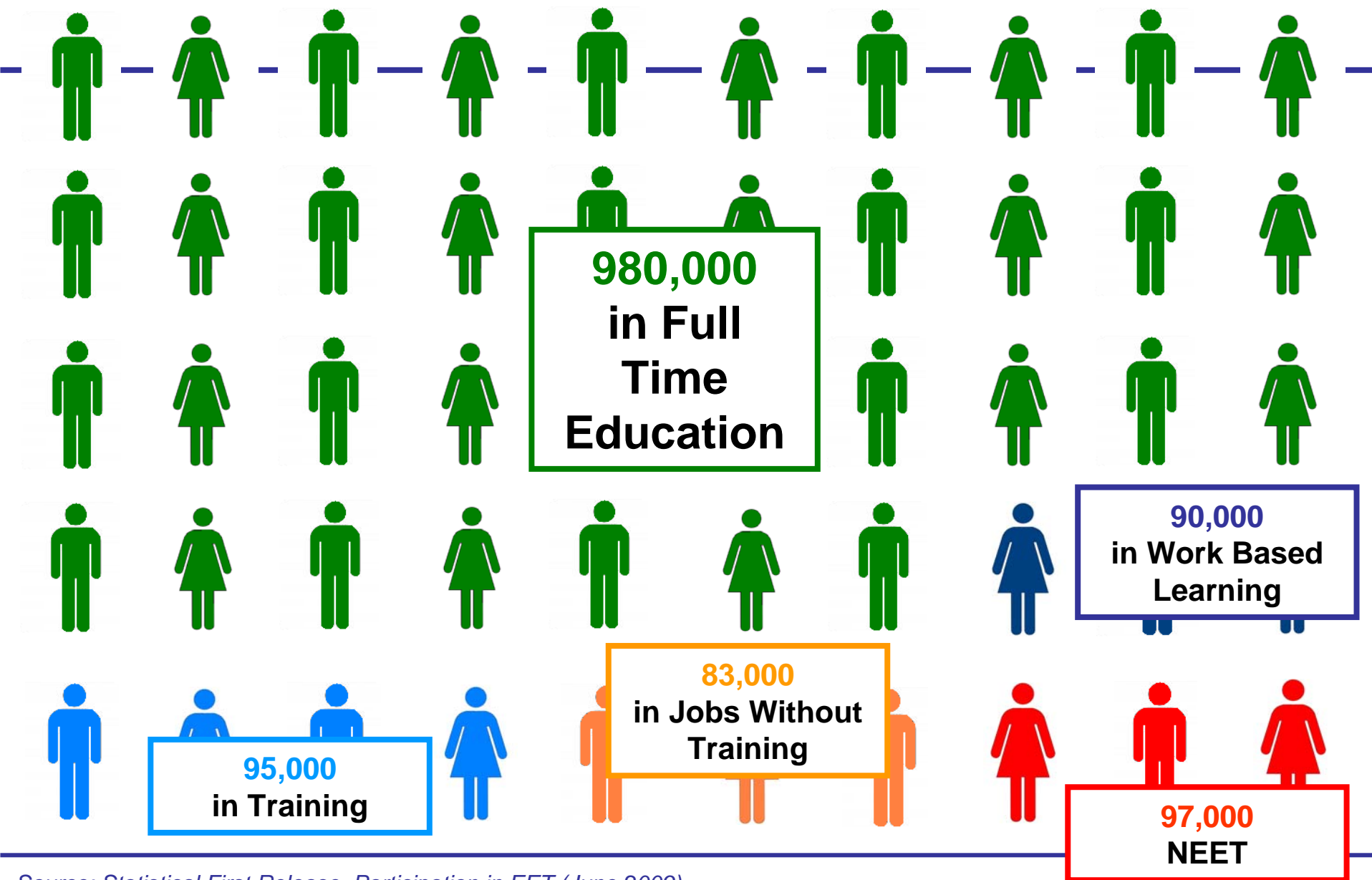
- Under 18 *and*
- Resident in England *and*
- Without level 3

Duty is to participate in:

- Full time education – accredited or unaccredited
- Work Based Learning e.g. Apprenticeship
- Part time accredited learning (at least 280 guided learning hours per year – around a day per week) if in employment or volunteering full time (at least 20 hours per week)

Introduced in phases – to 17 in 2013; 18 in 2015

Currently most young people are engaged in learning at 16-17



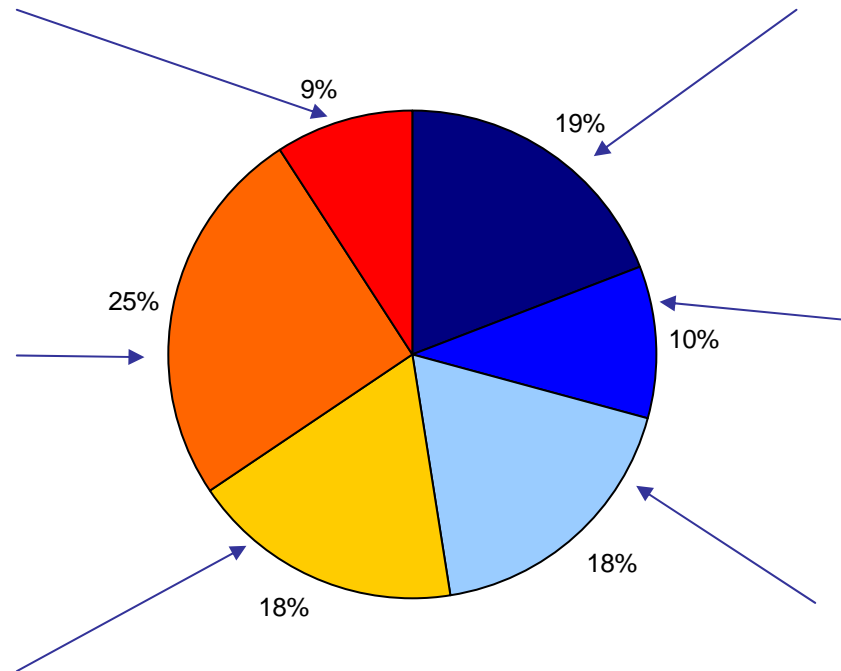
What do we know about current non participants?

Size of segments within the NET group

JWT - transitional
17% of JWT

JWT - sustained
48% of JWT group

JWT - at risk of NEET
35% of JWT



NEET - open to learning
41% of NEET

NEET undecided
22% of NEET

NEET - sustained
38% of NEET

A closer look at the propensity to be NEET shows also shows a number of important associations...

The highlights...

Effect on
probability
of being
NEET



But controlling for attainment affects the picture

Effect on
probability of
participating
in education
or training at
16



Some intuitive results...

Living in an **area of multiple deprivation**

Peers likely to stay on

Participating in **positive activities**

Giving up on **applying to HE**

...and a counter-intuitive one...

Low achievement compared to under achievement

Some intuitive results...

Females (compared to males)

Living in an **area of deprivation**

High **performing peers**

...and some counter-intuitive ones...

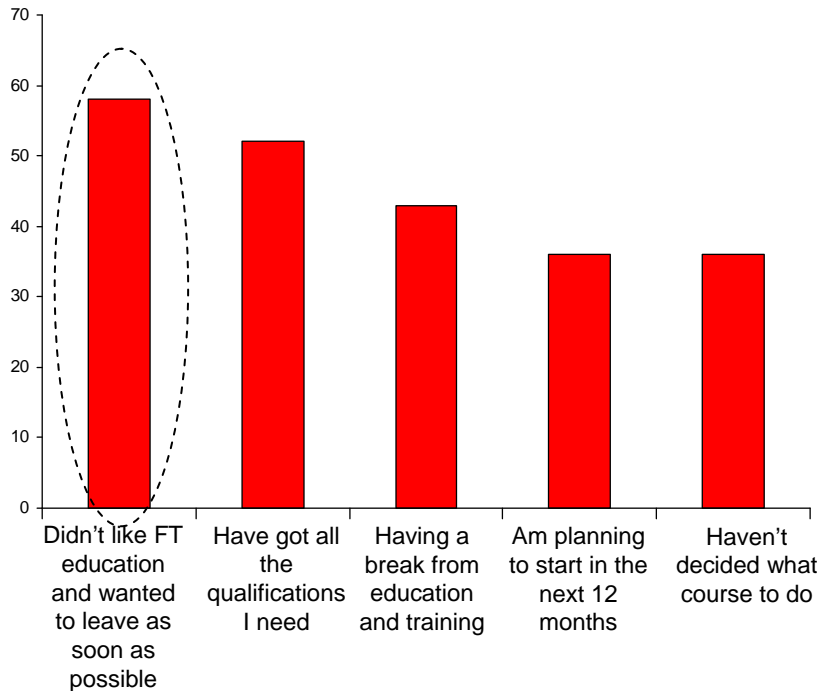
SEN action+ or statement (compared to no SEN)

FSM (compared to no FSM)

And the pre 16 experience is critical...

Having a negative experience of school is a strong driver of ending up in a job without training

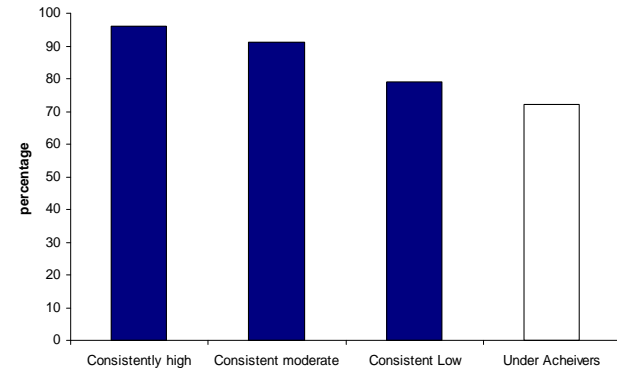
Top reason given for being in a job without training at 18¹



The large proportion wanting to leave school ASAP underlines the importance of the school experience for engagement – also raises the risk of recreating the conditions that previously put people off participating

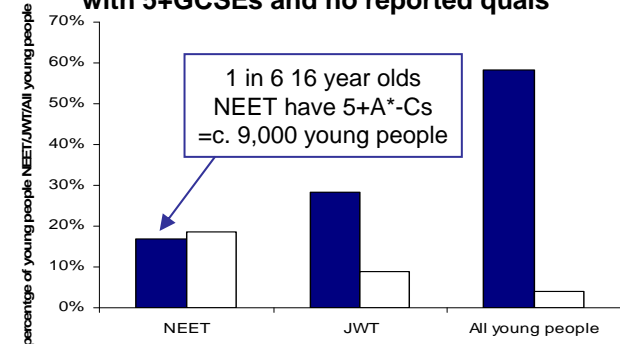
YP who under-achieve at KS4 have poorer post -16 outcomes than consistently poor performers...

Percentage of young people in education and training: Under achievers vs. consistent achievers

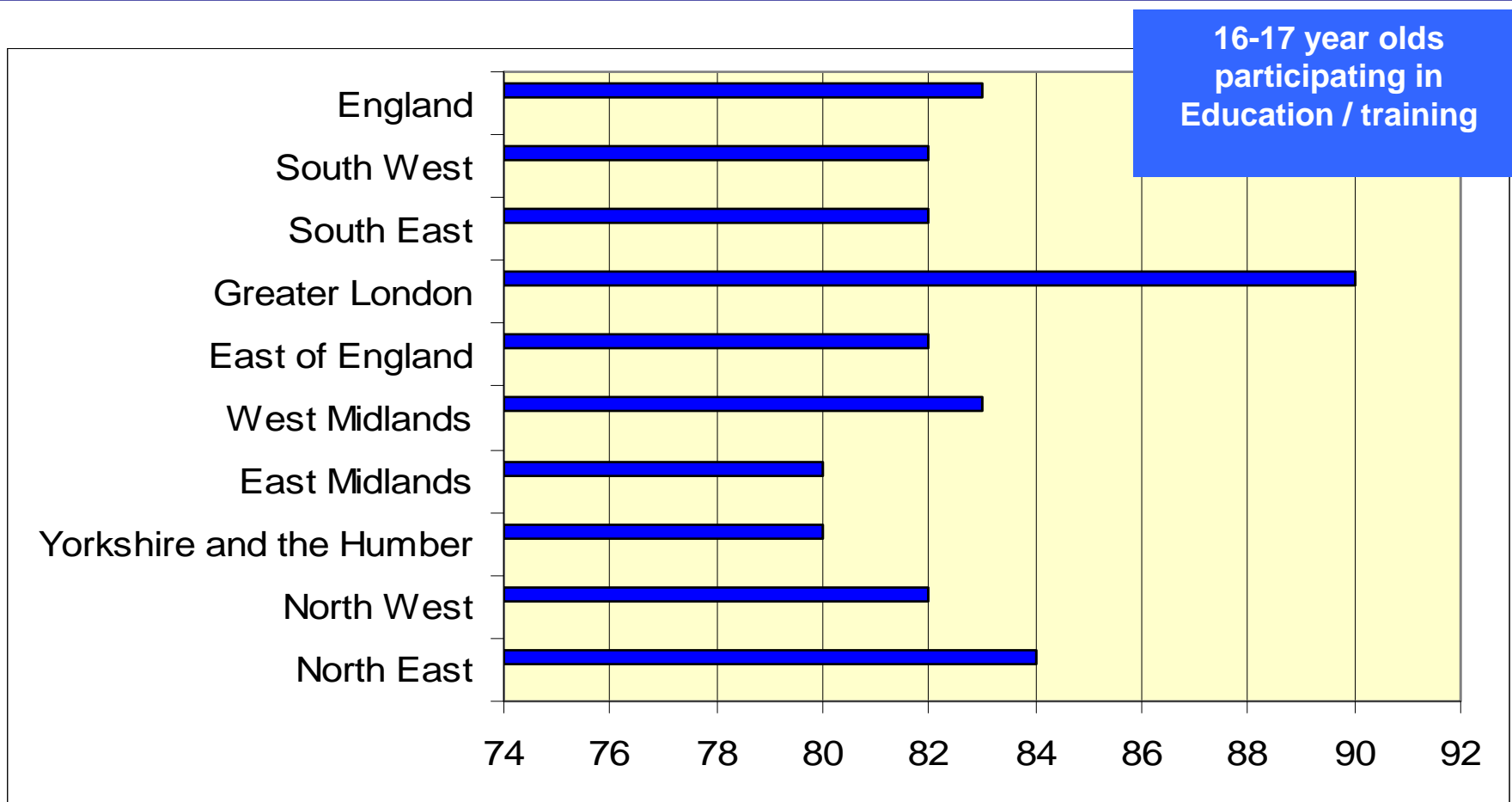


There are almost as many highly qualified NEET as unqualified

Proportion of young people NEET/JWT with 5+GCSEs and no reported quals



The Regional Perspective...



But this masks significant variation at local authority level



The focus for delivery

1. Preparing all children for success
2. Better options for all young people
3. Integrated support for all young people
4. Enabling local areas to deliver



Challenges ahead – at both national and local levels



1. Getting it right for young people in employment
2. Starting early and knowing your cohorts
3. Developing effective partnership working
4. Supporting transitions
5. Communications

Questions and discussion

For more information

- *The RPA delivery plan is available from: www.dcsf.gov.uk/14-19/rpa*
- *Teaching and Learning resources on RPA*
 - **rpa.ssatrust.org.uk**
- *Disengagement from Education among 14-16 Year Olds*
<http://www.dcsf.gov.uk/research/programmeofresearch/index.cfm?type=5&keywordlist1=0&keywordlist2=0&keywordlist3=0&andor=or&keyword=disengagement>
- *Drivers and Barriers to Educational Success*
<http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=15337&resultspage=1>
- *Contact Details: Jon.Hanna@dcsf.gsi.gov.uk*