LEARNING AND WORK INSTITUTE

National and international case studies

Youth Commission report 4

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About Learning and Work Institute

Learning and Work Institute is an independent policy, research and development organisation dedicated to lifelong learning, full employment and inclusion.

We research what works, develop new ways of thinking and implement new approaches. Working with partners, we transform people's experiences of learning and employment. What we do benefits individuals, families, communities and the wider economy.

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About the Youth Commission

The Commission on Education and Employment Opportunities for Young People (Youth Commission) is considering the current education and employment prospects for young people, the likely impact of changes in policy and the labour market, and proposing new ideas for ensuring all young people have access to opportunity. It will run for around one year and is kindly supported by Association of Colleges, Capital City Colleges Group, London South Bank University, NOCN and Prospects. Its commissioners are: Kate Green MP, Maggie Galliers CBE, Amy King and Jo Maher.

Further details of the Youth Commission and its work can be found on our website.

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Contents

Introduction

Learning and Work Institute's Youth Commission is looking at how to improve education and employment opportunities for 16-24 year olds in England. Its first report identified five key challenges:

- Better supporting 700,000 young people not in education, employment or training;
- Increasing the number of people qualified to at least Level 3;
- Improving attainment in literacy and numeracy and other basic skills;
- Creating a diversity of higher level learning routes through life; and
- Support job quality, career progression, and economic security.

This report provides case study evidence of national and international approaches to youth education and employment, contextualising them in the current situation in England, and drawing out key lessons. These case studies offer lessons both in building programmes, and in designing systems in which such programmes can be delivered. Taken together they provide a framework for exploring ways in which an effective and integrated system for delivering practical, sustainable and valuable support for young people can be created.

A case study approach allows us to examine the way in which different countries, states and organisations are meeting the needs of young people and to identify which aspects of those approaches can inform how systems and programmes could and should operate in England. This is not a call to import or replicate existing models, rather it is to identify how and which aspects can aid our understanding and provide insights for policy and delivery.

This paper is divided into six sections:

Section 1 looks at England's comparative performance across a number of key measures.

Section 2 asks how we deliver high quality apprenticeships for young people, looking at the example of Switzerland.

Section 3 questions how to ensure vocational and technical education prepares young people for the future, with sufficient depth and breadth. It looks at the examples of Danish Production Schools and integration of Further Education and academic study in Glasgow.

Section 4 explores ways to widen access to work for young people using JOBLINGE in Germany and Generation NE in Newcastle as case studies.

Section 5 asks how to ensure young people have economic security and chances to progress, considering US and UK cities of learning and radical reskilling programmes.

Section 6 focuses on basic skills, asking how we make sure young people get the English, maths, digital and other life skills they need. It presents case studies from second chance schools in France and Spain, i-BEST (US) and the Citizens Curriculum in the UK.

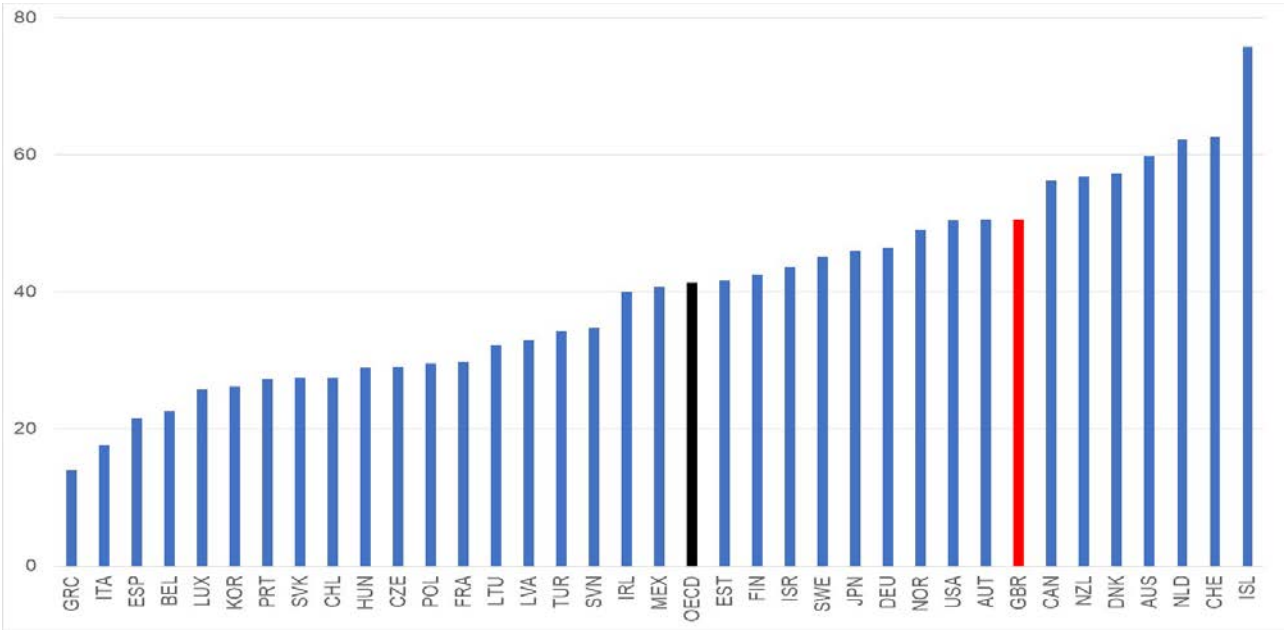
How do education and employment outcomes for young people compare internationally?

Education and employment outcomes vary substantially across countries. This is the product of macroeconomic factors and differences in education and employment systems. It is not possible to simply 'copy and paste' systems or parts of systems from one country to another, because its impact depends on this wider context. However, important lessons can still be learnt and the outcomes achieved can provide valuable benchmarks.

Employment rates

Employment rates for young people are higher in Great Britain than in many other countries. Figure 1 shows employment rates for 15-24 year olds (the age group for which comparable data is available) in OECD countries.[1]

Figure 1: Employment rates by country



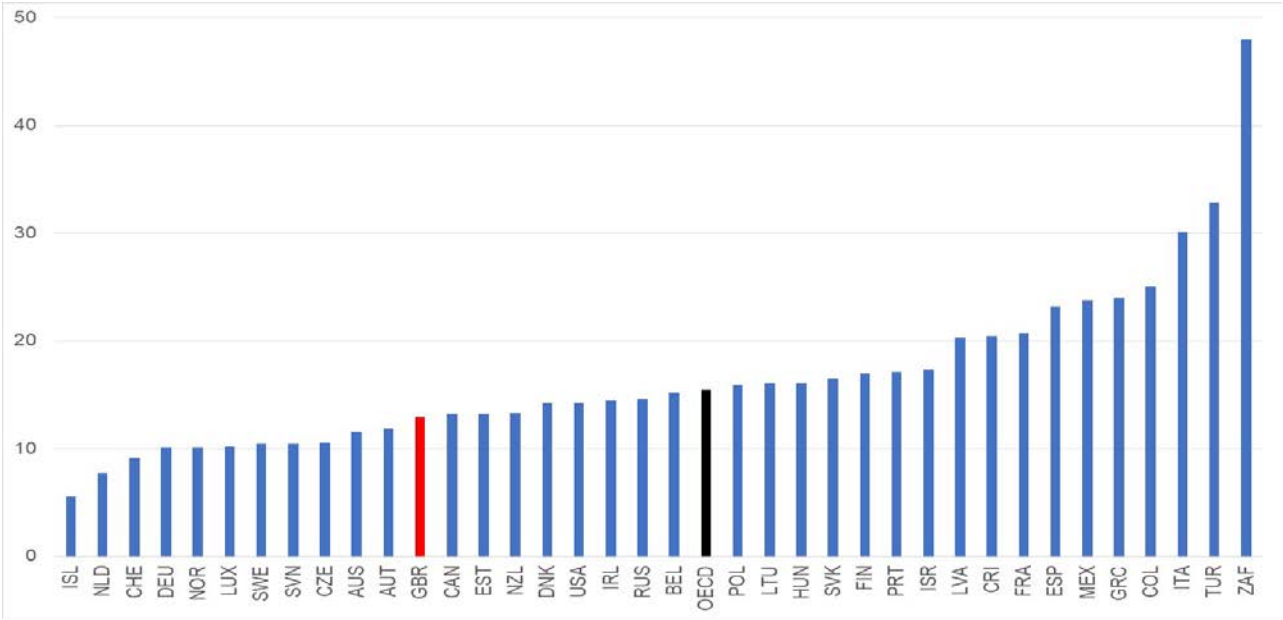
Around one in two 15-24 year olds in Great Britain are in employment. Of course, 15-21 year olds are most likely (particularly for the younger end of this age range) to be in full-time education. The main usefulness of this data comes from comparison with other countries. Our employment rate compares relatively well, but is lower than in countries such as Denmark, Netherlands and Australia. After a spike following the 2008 recession, unemployment among 18-24 year olds has fallen back to 10% (394,000). One in six (65,000) of these have been out of work for more than 12 months, higher than in the early 2000s but lower than previous periods of time.

[1] Education at a glance, OECD, 2018.

Not in education, employment or training

Employment rates will vary partly according to the levels of participation in education. The proportion of young people not in education, employment or training (NEET) shows how many young people are missing from the education and employment systems.

Figure 2: NEET rates for 20-24 year olds by country



Around 13% of 20-24 year olds are NEET in this country.[2] As with employment, this is better than the OECD average but a number of countries do better. For example, fewer than one in ten 20-24 year olds are NEET in Netherlands, Germany and Norway. This is the age range for which comparable data is available. The Youth Commission's launch report showed NEET rates for younger age groups in England, including that around 5% of 16-17 year olds are NEET.[3]

Participation in education

Across many countries there has been an increase over time in the proportion of young people staying in education to later ages. However, these staying-on rates vary significantly by country, as Figure 3 shows.[4]

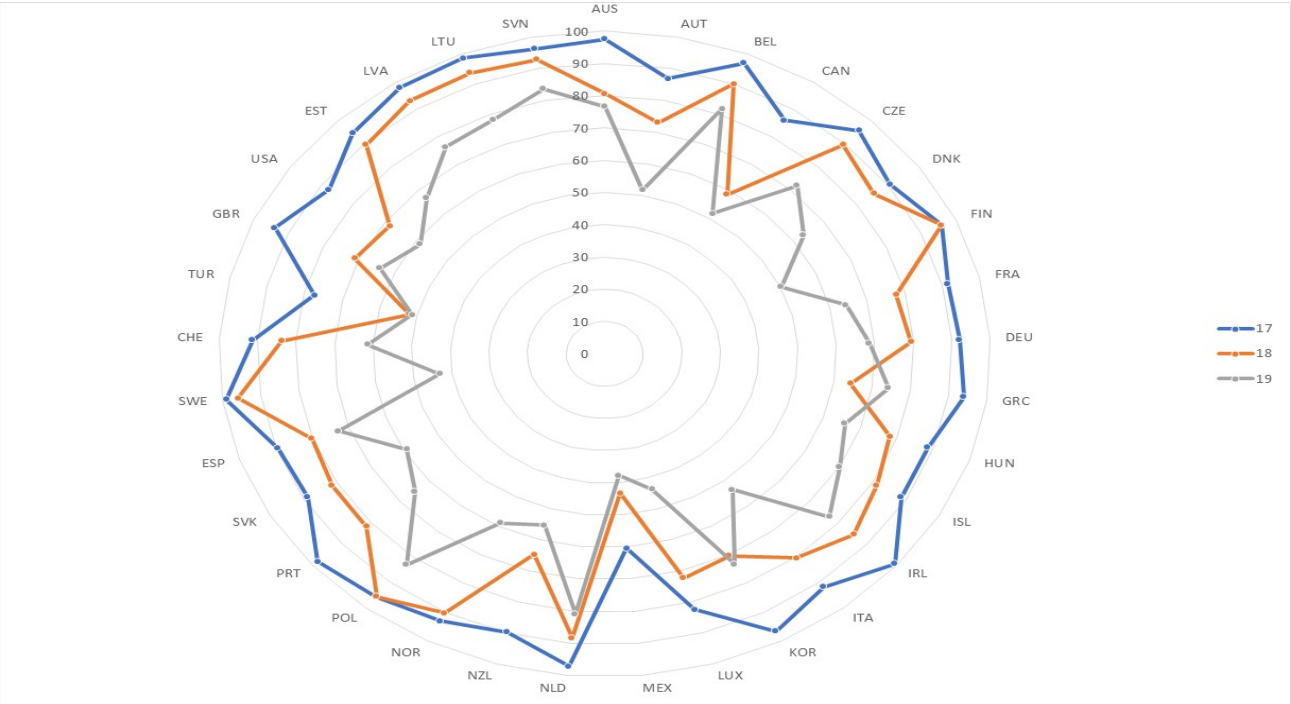
The proportion of people participating in education falls more sharply by age in the UK than in many other countries:

- 94% of 17 year olds are participating in education, compared to 97% in Netherlands, South Korea and Australia. While it is not possible in practice to achieve 100%, this shows further progress can be made;

[2] Education at a glance, OECD, 2018.
[3] Opportunity knocks? First report of the Youth Commission, L&W, 2018.
[4] Education at a glance, OECD, 2018.

- 71% of 18 year olds are in education, compared to 95% in Finland, 79% in Germany and 88% in Netherlands. The UK compares relatively well in participation in academic routes, but poorer on participation in vocational and technical education; and
- Participation in education is much lower for those aged 19 and above compared to countries such as Germany, Finland and Slovenia. Again, much participation for the lower end of this age range is driven by full-time undergraduate degrees, with lower numbers taking technical and vocational routes.

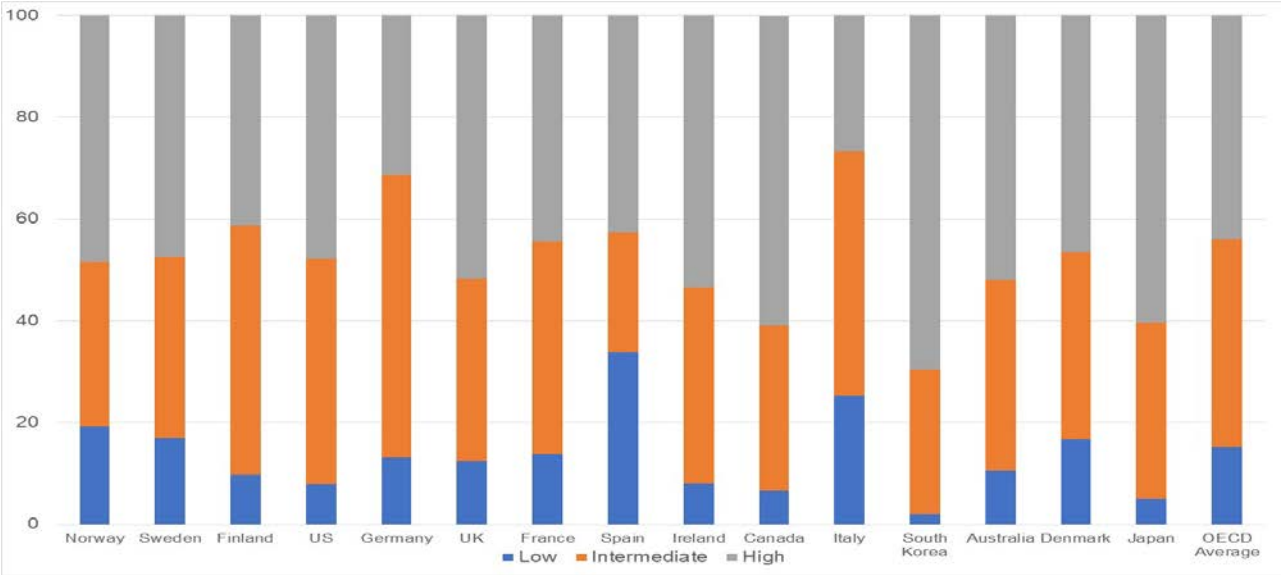
Figure 3: Participation in education by age by country



Skills and qualifications

Qualifications do not on their own necessarily reflect people's skills or lead to positive outcomes, and it is difficult to compare qualification systems between countries. However, qualifications do provide a currency and useful comparison, even when bearing these caveats in mind. Figure 4 shows how the qualifications profiles of 25-34 year olds (by which age relatively few people take further qualifications) vary by country.[5]

Figure 4: Qualifications profile of 25-34 year olds by country

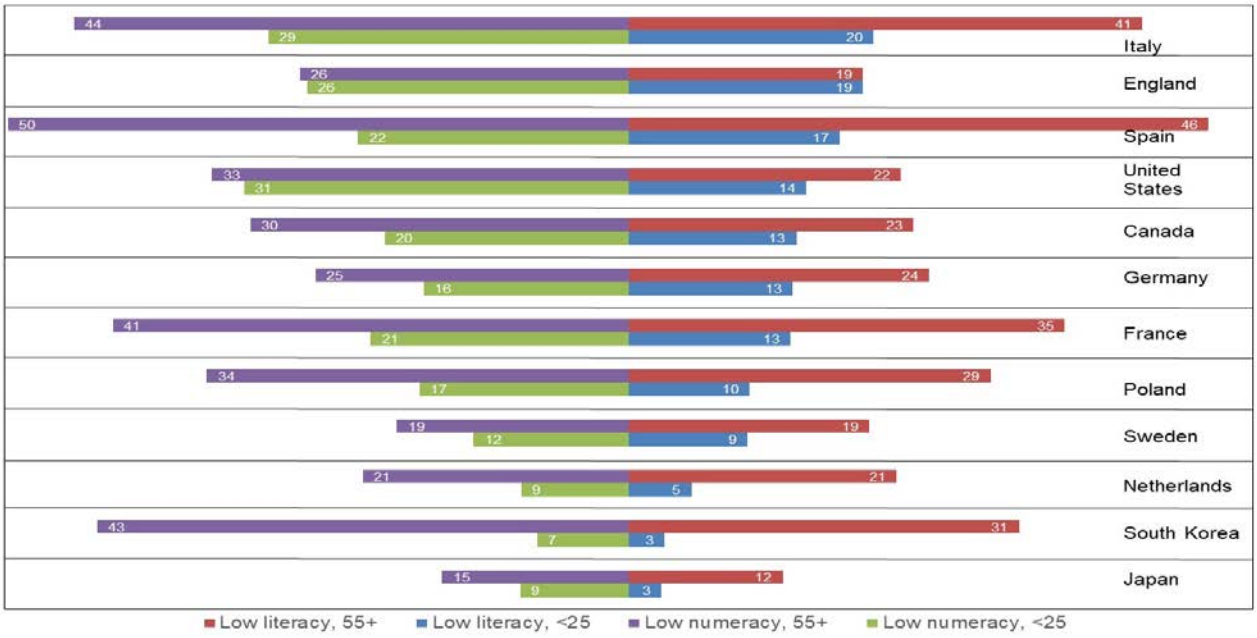


International surveys of literacy and numeracy show UK's young people's attainment of these skills is lower compared to other countries.[6] England and the US are the only two countries surveyed where young people's basic skills are poorer than those of older people.

[5] Education at a glance, OECD, 2018.

[6] Survey of adult skills, OECD, 2015.

Figure 5: Literacy and numeracy by age



The best performers are countries such as Japan, Netherlands, Sweden and South Korea. Furthermore, analysis shows that England's relative performance falls after the age of 16, and that there is a larger group of young people with relatively poor literacy or numeracy skills than in other countries (where the distribution of skills is often narrower).[7]

[7] Opportunity knocks? First report of the Youth Commission, L&W, 2018.

High quality, accessible apprenticeships

The current situation in England

Apprenticeships have long been a way for young people to take their first steps on the career ladder in many countries. Apprenticeships in England underwent significant reform when the Apprenticeship Levy, a payroll tax on large employers, ringfenced for apprenticeships, was introduced in April 2017. This was alongside other reforms, such as the replacement of apprenticeship frameworks with standards. The long term impacts of the reforms cannot yet be assessed, but Learning and Work Institute research shows there is more to do to ensure all apprenticeships are world class and to widen access.[8]

Apprenticeships, which combine a job with training, are available to residents of England over the age of 16. There are a wide range on offer, covering most sectors of the economy. There are different levels, which, along with the sector, impact on the length of the apprenticeship: intermediate (typically 12-18 months), advanced (usually over two years), higher and degree level (these take between three and six years).

The number of apprenticeships undertaken has fallen since the introduction of the reforms described above. There is some debate as to why this is – lack of engagement, employer confusion, changes to funding rules, issues with standards, or the result of a shift to higher level apprenticeships. Around 40% of apprenticeships are taken up by people aged 25 and older.[9] The proportion of apprenticeship starts at Level 4 or above was 12.8%, a rise from 5.3% the year before. The National Audit Office concluded that this may be a result of some levy paying employers replacing professional development programmes, including graduate trainee schemes, with apprenticeships.[10]

There are examples of where apprenticeships are working well for young people – providing high quality opportunities to move into work and progress. However, there are also issues with both quality and access.

Quality entails meeting the skills needs of employers as well as offering genuine opportunities for individuals to improve their skills. One report argued that German retail apprenticeships entailed broader roles than the more task-based and instruction-driven UK roles.[11] If apprenticeships are too driven by the needs of specific employers, they may prepare young people for their current role but leave them ill-equipped to navigate the labour market in the future.

Access should be equal to all types of apprenticeships in all sectors. This is not currently the case. Learning & Work Institute research shows under-representation of people from

[8] Three million apprenticeships – building ladders of opportunity, L&W, 2017.
[9] Apprenticeship statistics: England, House of Commons library, 2019.
[10] The apprenticeships programme, National Audit Office, 2019.
[11] The skills we need, and why we don't have them – how apprenticeships should be reformed to make the UK compete on the global stage, Policy Exchange, 2016.

black, Asian and minority ethnic backgrounds; although young people from BAME backgrounds are just as likely to apply for apprenticeships, their application is half as likely to succeed.[12] Gender is also a significant issue – women are under-represented in (higher-paying) sectors such as engineering, and men are under-represented in (lower-paying) sectors such as childcare. People with health issues and disabilities are also under-represented in apprenticeships. This is despite the opportunity apprenticeships could present in supporting tackling the inequalities these groups face in the labour market.

The **structure** of apprenticeships is also important – and impacts on access. The lack of part-time and flexible options makes it difficult for some people to take up opportunities.[13]

Key issues

The current situation in England highlights the following four areas of interest in other systems and programmes:

- Quality
- Access routes
- Structure of apprenticeships
- Broader blend of learning and working

Case study example: VET, Switzerland

The Swiss system of vocational education and training (VET) is geared to labour market needs and integrated into the education system. The idea is that young people develop a broad range of skills that can be taken to any company or used to get into a Higher Education institution or work towards a higher professional qualification. The Swiss have a low youth unemployment rate, averaging 3.5% from 2000-2019.

The education system is decentralized: the 26 cantons make decisions about what is taught within a basic overall framework. Lower Secondary Education when children are aged 11/12 (following primary school) lasts for three years. After this, compulsory education ends. There is no national exam or school leaving certificate, although some cantons do set an exam. Following Lower Secondary schools, children move to Upper Secondary which is split into vocational and general education. Entry to these are determined by their academic scores. The preparation for this starts at age 14, when students receive career counselling. Although it is optional, 90% of young people do move into Upper Secondary.

There are three types of Upper Secondary education: Vocational Education and Training (VET), Baccalaureate schools and Specialised Schools. One third of young people go to a Baccalaureate school. This provides a general education in preparation for university, and lasts for three to six years depending on the Canton (most usually four years). Admission is based on Lower Secondary school grades, teacher recommendations or an exam. Five

[12] Three million apprenticeships – building ladders of opportunity, L&W, 2017.
[13] Exploring models for part-time and flexible apprenticeships, L&W, 2018.

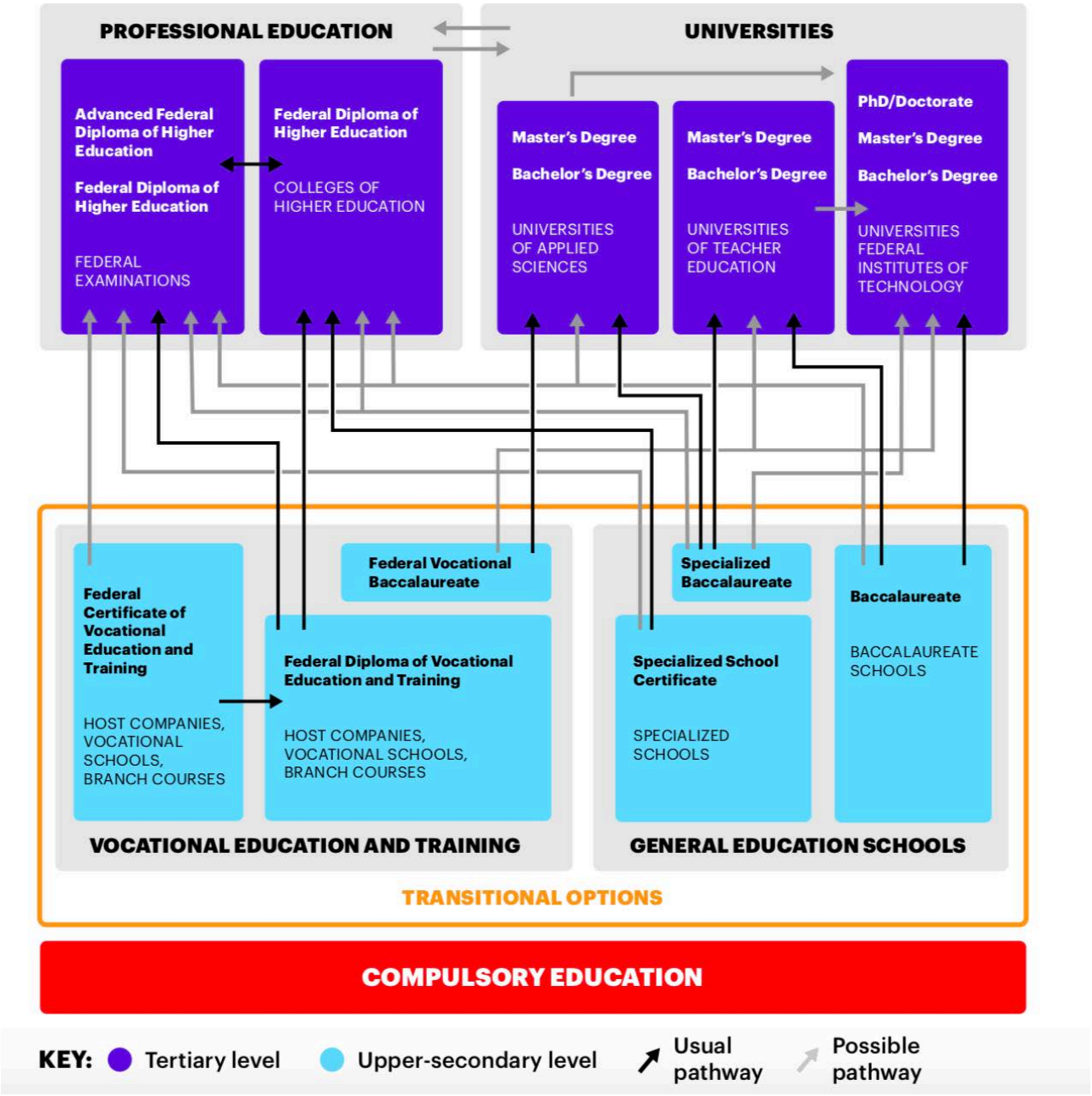
per cent of young people go to Specialised Schools. These are school-based and provide a general education and preparation for professional education and training (PET) in specific occupations including healthcare, social work and education. The admission criteria to these schools varies. Most students (up to two-thirds) enrol in vocational education and training (VET), within which there are over 240 registered apprenticeships to choose from. These cover a wide range of sectors right across the economy including service, manufacturing, energy, software, agriculture, building and civil engineering.

Apprenticeships take between two and four years to complete. Most are 'dual track', combining classes at vocational school with on the job training with a host company, that employs them. The majority of the time is spent in the workplace (three to four days a week) and apprentices are paid for this time. Graduates leave (aged 18-20) with a federal certificate after two years, or a federal diploma after three to four years that is recognised by all employers. In 2018 the vocational education and training statistics recorded 215,500 apprenticeships. The majority of these (around 95%) were vocational training with the federal VET diploma. Vocational training with the federal VET certificate accounted for a little more than 5%.[14]

Apprenticeships in Switzerland offer flexibility with regard to future career options as can be seen in Figure 6. At the end of the apprenticeship there is an exam for a VET Diploma which can be used to apply for jobs or to Higher Education (HE) institutions. The HE route includes technical and managerial positions. During the three to four year VET programmes, students have the option of attending general education courses to prepare for the Federal Vocational Baccalaureate Examination. The training is also open to adults wishing to earn VET credentials. Research shows that companies pay higher wages to employees with mixed education backgrounds - those who start in either the academic or VET upper-secondary pathway and finish tertiary education in the other.[15]

[14] Swiss Federal Statistics Office – Vocational education and training statistics (SBG-SFPI). Data as of April 2019.
[15] Gleichwertig, andersartig und durchlässig?, Backes-Gellner and Tuor, Die Volkswirtschaft, 7/8-2010 in Accenture Jobs Now: Swiss-Style vocational education and training, 2017.

Figure 6: Permeability in the Swiss education system



Source: SERI, 2007, taken from: Accenture Jobs Now: Swiss-Style vocational education and training, 2017.

Professional organisations and state and federal government define the curricula, skillsets and standards across the country. Trade associations define the industry wide standards and training content and the system is well supported by employers.[16] The government department responsible is the State Secretariat for Education, Research and Innovation (SERI). SERI works closely with the cantons (states) and professional organisations to

[16] This is apparent in much of the literature. See for example, Center on International Education Benchmarking Gold Standard: The Swiss Vocational Education and Training System, 2015.

coordinate VET. SERI is responsible for training regulations, development of VET programmes and regulations for the Federal Vocational Baccalaureate.

Funding

60% of the funding comes from employers. This is used to cover training, salaries and inter-company courses.

30% comes from the cantons (states) and this covers vocational schools, career guidance and training for the trainers.

10% is from federal government and covers quality control, comparability and transparency.

Challenges

The system does face some challenges. More young men than young women (58% vs 42%) take the VET route, and there are significant gender imbalances in occupations including IT and STEM. The Swiss government is focused on marketing and sharing the best practice of its model with other countries, including the US and China. One aspect has been ensuring the prestige and value (in comparison with university) is understood, as well as supporting international companies in Switzerland to understand the process.

Key lessons

Stability – programme is well understood and has clear, transparent and recognised standards.

Portability – apprenticeships are designed to be broad so that young people can apply for work with other employers or move to HE. This flexibility has been described as “a way to engage students in learning while giving them the opportunity to explore possibilities”.[17] Occupational mobility is quite high, achieved partly by the identification of industry-wide skillsets and creation of accompanying training developed by professional organisations. It is supported by the option to undertake general education courses at vocational school.

Quality – clear quality standards are agreed nationally with an exam at the end, meaning employers understand what the young person has achieved.

Labour market relevance – programmes are designed by industry bodies and can be changed as labour market needs change.

References

State Secretariat for Education, Research and Innovation

Swiss Federal Council

[17] An apprenticeship model from Switzerland, Center for Global Education.

Vocational and technical education fit for the future

The current situation in England

There has been increasing emphasis on the importance of technical and vocational education in England in recent years. New T Levels are being introduced, which will mix classroom learning with an industry placement, follow GCSEs and sit alongside A Levels. The aim is to create a simpler system for post-16 education, and will mean that young people will have a choice of options post-GCSEs:

- T Levels or other vocational qualifications;
- Apprenticeships, for students wanting to learn a specific occupation while working;
- A Levels, for students who wish to continue academic education.

This system, while benefiting from the simplicity created by three distinct pathways, makes it difficult for young people to combine vocational and academic subjects. The post-16 Skills Plan, which formed the basis of the current approach, argued for bridging and transition provision to help young people make these transitions.[18] It is not yet clear how this will work in practice, and how existing qualifications (such as BTECs) will fit into this system – the government is considering this.[19]

Key issues

The current situation in England means that when looking at other systems and programmes we are particularly interested in the following two areas:

- Ways in which vocational and academic subjects and courses can be combined;
- Enabling young people to undertake high quality training that is credible with employers, keeps options open and is transferable between different employers, sectors and academic settings.

Case study examples

Production schools, Denmark

Production schools are designed to improve the chances of young people (aged 16- 25) who have not completed school to improve their chances in the education system, by completing upper secondary level education which leads to a professional qualification and the labour market. They are independent institutions that run practical education interventions over one year. Training combines production, theory, guidance, personal development in a practical learning environment. Some production schools run using a dual format which mixes time in school with working with an employer.

[18] Post-16 Skills Plan, Department for Education, 2016.
[19] Review of post-16 qualifications at level 3 and below in England, 2019.

The Danish system at upper secondary offers two main tracks: general education, which prepares young people for higher education and lasts about three years; and vocational training programmes which primarily prepare young people for specific trades or industries and last for three to four years. About 135,000 students commence full-time upper secondary education each year. In 2014, 42% of Danish students were enrolled in the vocational strand and 58% in a general programme.

Danish municipalities have Youth Guidance Centres which seek out and guide young people who are not part of this standard process, either because they have not begun or completed either track. They refer around 6000 young people a year to a nationwide system of 81 production schools; each one is developed locally and integrated with the community. Young people can enrol in a production school anywhere in the country. They are entitled to a maximum of one year of activity at a production school, but the courses are flexible: students can enrol or leave year-round, so this could be completed over longer than a 12-month period, and in multiple school locations.

Production schools are an alternative education provision rather than a programme for young unemployed people. The focus is on improving the social abilities and practical skills of 'non-academic' students, with an emphasis on personal development and building connections with vocational education and training. When they were initially conceived in 1978 the focus was on helping young people transition into work. However, their priority has changed over time and they now focus on returning young people to education.

Activity is driven through participation in workshops that form part of a production process, for example in metal, woodwork, textiles, music, IT or horticulture. Students work in small groups on practical projects to produce products and commodities that are sold within the community. Agreements are reached with local businesses to sell products from the schools. A key objective is to ensure social skills are developed alongside practical ones.

In addition to workshop sessions, the school offers teaching in general subjects to facilitate a return to mainstream education. Up to one third of the school-based programme can be teaching courses in general subjects, but with no obligation to complete tests or exams.

Production school teachers come from a variety of professional backgrounds. Most have had a career in industry, only a few are educators by profession. Teachers work individually with each student to develop their individual course of study.

Production schools receive funding from the state (based on numbers of enrolments) in the form of grants to cover operational and building costs. In 2018, this was set at just over £9,000 per full-time equivalent pupil. In addition, schools receive the municipal basic grant, which in 2018 was just over £54,000 per school. The municipalities finance a share of the costs through a municipal contribution per full time equivalent pupil (40 weeks of 30 hours = 1200 hours), and this is paid out once a year on the basic of the actual activity. In 2018 this amounted to £3,927 for full-time equivalent (FTE) pupils under 18 and £6,762 for FTE

pupils over 18. In addition to providing this annual subsidy, municipalities are responsible for approving the school's regulations and providing logistical support.

Production schools each have a board comprised of representatives from the municipality, other educational institutions and representatives from both employer and employee organisations. The latter is important in terms of relationships with local businesses - employer buy-in is a significant part of the success of the programme. This also ensures that the products and services of the production schools are sold at a fair price.

Young people receive an 'allowance' for attendance. This is regarded as 'wages' for activity and for creating the products sold by the schools. These 'wages' are subject to sanction in response to non-attendance or lateness. The 2018 rate for under 18s was £39 per week, for over 18s living at home it was £68 per week, and for over 18s no longer living at home it was £154 per week. This is instead of other public support, such as social security payments.

The majority of leavers return to education, with smaller proportions moving into either employment (these two groups total 70% of all leavers) or unemployment. Information on the paths of students six to twelve months after leaving production schools is limited, but most studies indicate the majority of students move from education to employment, and that those who initially leave to unemployment go on to continue their education. A recent study visit found that there was no stigma attached to this option, and that employment opportunities for production school learners are sensibly linked to the labour market.[20]

Key Lessons

Alternative education - provision that enables young people to undertake vocational skills with the objective of moving back into mainstream education.

Project focused – Outcomes are clear and tangible products.

Flexible provision - enabling young people to start/end when appropriate to them.

Link between academic and vocation – ability to continue with general academic subjects with aim of transitioning back into mainstream education. Programmes are integrated into the community, involving businesses, employers and the local community.

Links

An Introduction to Danish Production Schools

Danish Ministry of Education – Production Schools

Association of Danish Production Schools

[20] Transitions to learning and work steering group, Glasgow Kelvin College staff visit to Production Schools, Aalborg, Denmark, November 2016.

Glasgow Kelvin College, Scotland

To help address the distance between vocational and academic education in Scotland, a commission for Developing Scotland's Young Workforce (DYW) launched in 2014 with the aim of reducing youth unemployment by 40% by 2021. That target has already been met. Wider economic and social factors have of course been important, but the long term plan to strengthen skills and education partnerships that underpins DYW is in place to minimise falls in youth employment should broader economic conditions become less favourable.

Across Scotland as a whole there has been an increase in the number of senior phase pupils studying vocational qualifications, at SCQF 5 and above, delivered by Colleges, independent training providers or schools. In 2016/17, 4,510 young people were studying these courses, an increase of 1,496 from 2015/16 and an increase of 2,409 from 2013/14 (the baseline figure).[21] Foundation apprenticeships have also been created. These are school-based, and involve study (which can take place at FE college) and employer placements, and can be taken alongside other school subjects.

In Glasgow, 35 secondary schools and three colleges are working with 45,000 businesses offering opportunities to 161,000 young people. One of the FE colleges is Glasgow Kelvin College, who have introduced joint timetabling arrangements. These allow young people aged between 16 and 18 to combine (predominantly vocational) college courses with (an academic) High School education.

In 2016-17, of the three Glasgow FE colleges, Kelvin College had the most school pupils on roll, with 1784 enrolled, representing 45% of the total who combined study in this way. This is a small proportion (6%) of Kelvin's total student body. Each of the three colleges dominate in school programme credits in different curriculum areas.

This is the result of over a decade of work to create a common curriculum offer. This entails a city council-produced list which captures all the courses offered by the three FE colleges in Glasgow. This collective effort is a result of the relationship colleges have with each other. The regional director of education and the Education Directorate then produce documents which then feed into school timetabling. The collaboration includes Careers Scotland, ensuring young people have access to a post-16 education which is coherent and complementary, and in which all contributing parties are aware of other offers.

This collective, rather than competitive, approach enables each young person to access learning that suits their needs and goals. That may be in just one setting, but it can also be across education providers. Glasgow Kelvin College give the example of a student interested in science who is able to combine taking four national five qualifications at school with a national programme award at college within a clear timetabled framework.

Glasgow Kelvin college offer help with travel costs if students live more than two miles from the college, and if they are under 18 there is no means testing on this support. The

[21] Developing the young workforce: 2017-2018 progress report, Scottish Government, 2018.

amount depends on the most economical route. It would be more difficult to replicate this model in a geography that entailed long journeys and less accessible or affordable public transport between education institutions.

Key Lessons

Citywide approach – introduction of a city-wide offer and coordination between the three city colleges makes it simpler for students (and others) to understand what all the options are for post-16 education. The relationships built between the colleges and schools are collaborative rather than competitive and the Local Authority has a clear supportive role.

Coordinated flexible provision – by providing young people with a city-wide timetable and coordinating FE with schools, it is possible for students to access a combination of vocational and academic subjects. Young people do not have to make a definitive decision about whether they follow a vocational or an academic route at a young age. The logistics of the offer supports them to take aspects of both should they want to.

Links

Glasgow Kelvin College

Developing the Young Workforce

Helping young people find work

The current situation in England

From July to September 2018 there were 760,000 16-24 year olds who were not in education, employment or training (NEET) in England.[22] This represents 11% of all young people (a slight fall over the past year). Just over one third are looking for work, 63% are economically inactive.

Approaches to reducing numbers of young people who are NEET have included raising the education participation age to 18, reforming apprenticeships and traineeships, careers advice, and reviewing technical education.

Traineeships, introduced in 2013, are aimed at young people aged 16-24 (or up to 25 for those with specific health or disability needs) who are unemployed with little work experience, and existing qualifications below level 3. They combine: work experience, work preparation training and English and maths if required. Traineeships last up to six months and aim to support young people into work or an apprenticeship, rather than a return to academic education routes. The number of apprenticeships for young people has fallen since reforms such as the introduction of the Apprenticeship Levy, though by less than the drop seen for older age groups.[23]

The main employment focus is Youth Obligation, introduced in Universal Credit (UC) areas from April 2017. This is a programme for new UC claimants aged 18-21. It consists of an intensive support period, followed by support from a work coach who can make referrals to other support, including traineeships. There is no data on the success of the programme. A number of programmes for young people are funded through the European Social Fund (ESF) and it is unclear whether this investment will continue through the Shared Prosperity Fund which will replace ESF when the UK leaves the European Union.

Key issues

- Approaches to careers for many young people can be linear – apprenticeships and traineeships can be too narrowly focused, so while they can provide job market entry, they may not help young people to move around and switch career focus;
- Employability programmes aimed at young people often have a strong focus on job entry, and narrow employability skills (for example CV writing and interviewing) rather than on thinking about potential career paths, and how to build them and broader employability skills (for example networking and communication) that might support progression once in work;
- It can be difficult to link learning and work together outside of set programmes.

[22] Young people not in education, employment or training, ONS, 2019.

[23] Apprenticeships and Traineeships data, Department for Education, 2019.

Case study examples

Jobwise Training, London

Jobwise Training is a government-funded independent training provider. They deliver pre-apprenticeships to young people from socially disadvantaged backgrounds, many are former offenders or gang affiliated. The majority are from black and minority ethnic (BAME) backgrounds with learners of Bangladeshi heritage being the predominant group.

Initial assessment is an important part of the recruitment process, including an assessment of maths and English skills level and a face-to-face interview. Jobwise also use a holistic questionnaire to explore issues, including career aspirations, personal and social circumstances, financial circumstances, prior school experiences and barriers to learning.

Jobwise aim to support trainees to progress to an apprenticeship within four months of starting the programme. Young people work in small groups supported by a team of staff comprised of tutors with a combination of specialisms in maths and English, business administration and workplace skills; assessors; and client accounts managers who oversee the recruitment, continuous assessment and mentoring of young people.

Trainees are paid a bursary for attending, which supports travel and other costs and provides a further incentive to engage. The bursary is particularly important given that many of the target group are from low income families. Employers are involved in the design and delivery of the programme. They are also involved in the inductions that young people go through and provide crucial work placements in the healthcare sector.

The first three weeks of the pre-apprenticeship features a series of employability coaching through 'Work Ready'. Sector-specific topics are integrated into the timetable to ensure the programme is designed around employers' needs. This typically includes business administration, and topics and skills needed within the health care sector. Basic maths and English skills are embedded throughout all aspects of the programme. Young people are also supported to improve their financial capability through personal budgeting.

Work placements begin between six to nine weeks after young people start the programme depending on when they are ready and last an average of four weeks.

All young people are allocated a workplace mentor, independent from their workplace manager. Regular workplace reviews include clear goal setting and opportunities for reflection, enabling young people to remain focused on their goals and see their progress toward an apprenticeship. Young people also access workshops on themes such as communication, networking and mentoring. Offering young people personalised support allows them to talk through their experiences and aspirations and highlight any difficulties.

Data from 2017 show that of 171 young people, 49% have progressed to an apprenticeship, 13% progressed to full time employment, 12% to further education. Many of the remainder continue to be supported by Jobwise.

Key lessons

Holistic focus – there is a focus on understanding young people's motivations to join the programme and reasons previous educational experiences may not have been successful.

Combined approach focusing on employability skills, employer placements and basic skills.

Mentor relationship – an additional adult supporter in the workplace who is not part of the Jobwise team or their placement line manager.

Links

Jobwise Training: http://www.jobwisetraining.co.uk/

Jobwise Pre-apprenticeship: http://www.jobwisetraining.co.uk/page/nhs-traineeships/

JOBLINGE, Germany

JOBLINGE is a pre-apprenticeship programme developed through a partnership between BMW and Boston Consulting Group. It focuses on young people aged between 15-25 who are unlikely to find work on their own. They are referred by the jobcentre and attendance is mandatory. Around half have a lower secondary school degree or less, 56% are from a migrant background or are recently arrived young refugees and 70% are from families in receipt of social welfare. Two thirds of participants are male.

The cost per participant is €5,900. The programme is financed through a combination of (majority) public and private funding (in 2017 the total budget was approximately €11.4m; including €3.6m from donations, and €7.7m from public funding). Ongoing costs are largely funded by the public sector, this includes funding from the job centre, employment agencies, local municipalities and federal government.

JOBLINGE has worked with more than 7000 participants and delivers 1800 places per year across 30 locations. JOBLINGE has been organised as social franchises in order to aid reach. The franchises sit under a national umbrella organisation which supports local not-for-profit stock corporations (gACs). Each gAC consists of a pro bono supervisory board (decision makers from business, local government and the community), a pro bono director and a salaried staff team - a leader and assistant, youth and mentor co-ordinators, a company co-ordinator and apprenticeship supporters.

A separate Kompass programme for recent refugees with insufficient language skills for the main programme adds basic and industry related language courses and on the job language training. Unlike the main JOBLINGE programme, Kompass participants also complete work placements before undertaking vocational training. Currently this programme has around 800 participants (85% male) and 30 staff.

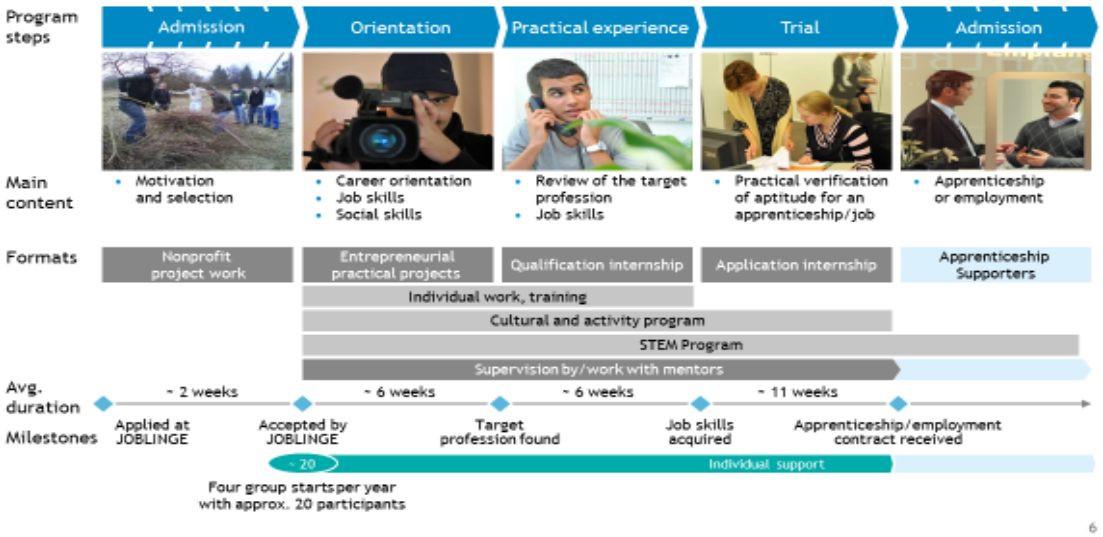
JOBLINGE is a six month, full-time, pre-apprenticeship programme during which you "earn an apprenticeship". Referrals from the job centre are compulsory (with sanctions for non-

attendance). Young people are challenged to meet the high expectations of them and must attend all day Monday to Friday. The model has four 'pillars':

- Practical experience from the start of the programme;
- Personal support – one to one mentoring;
- Local commitment from private and public sectors and volunteers (mentors);
- Franchise set up means an entrepreneurial approach.

The model involves progressing through the five stages of the programme.

Figure 7: JOBLINGE programme stages



1. **Admission** – young people have to earn place on the programme.

A two-day voluntary placement allows informal assessment of suitability through such things as timekeeping and teamwork. The youth coordinator also holds an interview with each young person to find out about them, their lives and why they want to start at JOBLINGE. Staff then decide which young people can join the programme.

This stage is also designed to initiate a change in perspective, away from being recipients of help. JOBLINGE find that because young people decide to actively participate, it has a very different value in the eyes of participants compared to other schemes they have been directed to attend. They are more likely to remain engaged and achieve good outcomes.

2. **Orientation** – preparing young people for the start of their working life and enabling them to acquire professional and social skills (and in Kompass, basic language skills).

Employability skills, such as preparing CVs, writing applications, and job interviews form part of the orientation phase. The focus is on vocational orientation, including deciding on preferred professions. Participants attend company presentations and workshops, including on-site visits to companies, and have one-to-one support from JOBLINGE staff. Some young people leave the programme for an apprenticeship or job at this stage.

3. **Practical experience** – young people undertake work experience with a JOBLINGE partner. These closely supervised 'qualification internships' allow participants to try out their new skills in the workplace and to prove themselves to potential future employers.

During this stage the participants still come to the JOBLINGE offices at least once a week for support and help with any challenges they encounter during the internship.

4. **Trial** – a three month 'application internship'. The aim is for this to turn into an apprenticeship. In the Kompass programme, language training, designed together with the companies, is continued during the practical phase.

5. **Vocational Training – follow up** – to ensure young people successfully complete their vocational training.

Each young person is allocated a dedicated apprenticeship supporter to provide follow up support. This is generally done remotely through phone and email contact. Additionally, a rolling workshop programme on topics such as communication is also available. JOBLINGE has recently started to offer training for employers, for example on issues that might arise when working with their target group, especially for those working with refugees.

Each participant also meets weekly with a volunteer mentor. Mentors, currently numbering 1700, are professionally trained and supervised and are mainly recruited from partner companies, helping to maintain employer buy-in to the programme.

Outcomes: Figures from 2016 show three-quarters of participants moving into either primary vocational training or job with 86% sustainability.

Key Lessons

High expectations – JOBLINGE is designed to expect success from its participants. These high expectations are held throughout and the evidence from young people and staff is that this promotes engagement and success.

Access to ongoing support – the JOBLINGE model ensures that two different adults remain connected to the young person beyond the practical experience.

Get out there – access to seeing different opportunities/types of work.

Progression from the off – what is the support a stepping stone to?

Links

Joblinge

Joblinge Annual Report

Pre-apprenticeship report from Learning and Work Institute

Detailed Joblinge case study

Generation NE, England

Generation NE is an employability support programme for 16-29 year olds led by Newcastle City Council. Referrals come from Jobcentre Plus, colleges, training and youth providers as well as self-referral (e.g. through seeing something on social media). Before entering the programme young people complete a questionnaire determining if they would benefit most from a traditional employability service, or from working with the digital team.

The digital team provide longer and less linear support than traditional programmes by delivering support entirely digitally with no face to face interaction with customers (other than virtually through Skype and video calls). A wide range of free to access technologies are used to deliver the service including Skype, Facetime, text, WhatsApp, telephone and Facebook. Google Docs and Hangouts are used so that advisors can work with caseloaded customers to write and edit CVs and cover letters together in real time.

Customers are still allocated a dedicated advisor and offered pre-employment and in-work progression support. However, all support is delivered remotely, with access to 'digital products': one off or discrete interventions for young people on an otherwise face to face support offer to supplement that support and build digital capability. The level of support is similar to that received through a traditional service but young people have more control over when appointments take place, and do not have to travel into a specified location.

Once signed up, young people access the service between 8am and 6pm Monday to Friday. No assumptions are made about the direction or length of the customer journey, and provision is made for people to disengage and re-engage with the programme. Some young people first supported during the digital team pilots in 2015 remain in contact.

Over 550 young people have started on the programme and to date more than 50% have moved into work, an apprenticeship or further training. Anecdotal evidence indicates that this approach is promising for in-work progression as it is easier to re-establish relationships, and flexible, allowing participants to virtually 'pop in' for advice.

Key lessons

'Relational' services can be delivered online, with young people engaging in many cases more frequently through digital support.

Those who do well in digital services are not necessarily just the easiest to help.

Digital support services being delivered in ways that are longer and less linear, and are responsive to the realities of people's lives and engagement with the labour market – not assuming a pre-determined start and end point with linear progression between them.

Links

Generation NE

Career progression and economic security

The current situation in England

The Youth Opportunity Index highlighted how education and employment outcomes, including the proportion of young people over and under employed, vary by geographic area and demographic group.[24]

Young people are more likely to be low paid than older people.[25] This is not surprising given their relative lack of experience in the workplace. What is more of a challenge is that some young people may become trapped in low pay, particularly if they continue to work in sectors with a high prevalence of low pay and / or have low qualifications which could limit their opportunities for progression. Research by the Resolution Foundation shows that the current cohort of young people, who left education in the aftermath of the Great Recession, have lower earnings at this stage in their careers than previous generations did and that young people with lower qualifications are less likely to be in work.[26]

Young people are also twice as likely to be working in various forms of insecure work according to Trust for London. Again, this is not wholly unexpected, but brings the risk of young people becoming trapped in these forms of work.[27] Young people are also more likely to be working in roles that could be subject to automation: 40-44 year olds are twice as likely to be in roles at low risk of automation than 25-29 year olds.[28]

In-work training is disproportionately directed at those with existing higher qualifications: people with degrees are three times more likely to get training at work than those with no qualifications.[29] Combined with a lower prevalence of apprenticeships for young people than in other countries discussed in earlier chapters, this means that young people who do not attain high qualifications during their initial education have limited options to gain these at work or update their skills to reflect economic changes during lengthening working lives.

Key issues

- Supporting labour market mobility, progression and security;
- Employers engaging in training young workers with lower qualifications;
- Access to out of work flexible learning that young people can use to build skills and qualifications.

[24] Youth Opportunity Index, L&W, 2018.
[25] Annual survey of hours and earnings, ONS, 2018.
[26] Growing pains: the impact of leaving education during a recession on earnings and employment, Resolution Foundation, 2019.
[27] London's poverty profile, Trust for London, 2018.
[28] The probability of automation in England: 2011 and 2017, ONS, 2019.
[29] Characteristics and benefits of training at work, ONS, 2019.

Case study examples

The Creative Society, UK

Step Up is a pilot initiative which aimed to test and learn from new approaches to supporting earnings progression among low-paid Londoners. The Creative Society was one of six voluntary sector organisations involved in delivery from 2015-2018.

The Creative Society model was delivered by a creative careers coach, who had an established career in the sector. This meant good contacts and first-hand understanding. Creative sector companies employ a small amount of people in comparison with other sectors and often have funding structures that make it difficult to forecast future staffing. Jobs are often short-term and freelance. Of all the Step Up providers, Creative Society had the lowest proportion of participants employed on a permanent contract (42%) and the highest proportion on a temporary zero hours contract (37%).

Participants valued having a mentor with specialist knowledge, who could advise them on how to progress in the creative industry based on first-hand experience. The coach was accessed by 90% of participants. The coach provided a wide range of support, including coaching to build confidence and motivation; employability support; creative sector careers advice (including freelancing tips); and setting up meetings with industry specialists. Support was tailored to individual needs and aspirations and based on goal-setting.

This was supplemented by industry specialist meetings to gain knowledge from relevant sector experts, and networking opportunities to help participants create contacts and gain networking skills. These events also provided participants with the opportunity to meet together and collaborate on creative projects.

There were 77 participants in total, almost 90% were aged between 18 and 30, and all were under 40. On average they received 7 hours of one to one support with the creative career coach and 10 hours of support in total. In practice some people had much more intensive support while others disengaged relatively quickly.

Creative Society's Step Up participants were highly qualified: more than one half had a UK degree qualification or higher and a further 18% were qualified to A level/level 3. Their main barriers were related to accessing the creative sector, including: a lack of creative sector contacts; loss of creative identity and confidence in creative ability; poor mental health and wellbeing; and a lack of time to access support.

38% of those enrolled on the programme secured a job outcome, for one third of those people the outcome was an additional rather than a new job. A fifth of new jobs represented moves into the creative sector and 11% of new jobs allowed individuals to stay in the creative sector.

Cities of learning, US/UK

There are 11 US cities currently involved, and the RSA is developing UK pilots in Brighton and Plymouth with evaluation support from Learning and Work Institute.

Cities of learning is a new approach for activating a grassroots, place-based, mass-engagement movement around learning and skills. They mobilise the formal, non-formal and informal assets and resources in a city in order to close gaps in creativity, opportunity and outcomes that are exacerbated by technological change. It sees socially inclusive lifelong learning at the heart of responses to this challenge. The focus is on non-cognitive skills (identified as skills of the future), and on recognising non-academic routes into work as well as continuous formal and informal learning throughout life.

Cities of Learning is a technology-enabled intervention but its potential is realised by mobilising leaders and collaborative networks. It relies on shared distributed leadership to achieve scale, systems change and innovation. National and local 'anchor' organisations work in partnership with influential leaders from across education, business, public services and the community. It uses existing activity and resources but makes them go further through collaborative formal and informal networks. A digital technology platform links it together and catalogues the city's activities, digital credentials and opportunities and makes them easily accessible to learners.

The development of a 'skills spine' in each location drives the design and activities of the Cities of Learning. This is a framework that articulates the knowledge, skills and character attributes that stakeholders will seek to improve. Learning is then structured through digital open badges – these are micro-credentials for formal and informal activities. These are linked together to create learning pathways. Pathways enable learners to develop progression routes, which can be either interest or destination driven.

Chicago was the first City of Learning in a major US city. It has a focus on breaking down perceived barriers between learning that happens in school and learning that happens outside of school. Chicago City of Learning (CCOL) grew out of the city's 2013 summer of learning when more than 100 organisations offering activities for young people joined together to make their programmes more visible. Digital badges were attached to these activities and they provided a permanent achievement record. There are now 120 organisations that are part of CCOL, each offering programmes, activities and/or events. Residents can sign up for an account online. Once registered you have access to a database which can be searched by topic, interest, geography, cost, age, date. The site acts as a curator to the online and real life activities available in the city. Digital badges can be gained through completion of activities, these are collected in each individual's CCOL account and can be shared with employers, teachers and friends.

Within two years of operation CCOL had almost 55,000 young people registered on the site representing 706 city schools. Almost 88,000 digital badges were earned by these learners/young people in 2015, representing 4.4 million hours of learning.

Radical reskilling

These are programmes to turn entry-level employees into technology workers, for example, from line workers to coders. The term comes from the US and the investment is often driven by an insufficient supply of labour and skills at the same time as changing workplaces have a need for new skills. The US National Association of Manufacturing note that two thirds of members plan to increase investment in training over the next year.

In the UK, Marks and Spencers has created a partnership with Decoded, a coding training organisation. They have created the first data academy in retail to support staff to transition from retail to machine learning roles as the business shifts towards online retail. The idea is that staff from every function will have the opportunity to apply to train to support the digital transformation of the business.

The programme will last for 18 months, is undertaken during working hours and is fully funded by the Apprenticeship Levy (leading to a level 4 qualification). The goal is to upskill 1000 existing staff. The first 50 started on the programme in October 2018. There were 500 applicants for these 50 places, although the applications will roll on to the next cohort.

Key lessons

Creative involvement of employers – to challenge employers who need to change/adapt to think about how they can bring existing staff with them.

Better signposting – Rather than introducing new programmes, providing better information about what exists.

Micro credentials – Building up a portfolio of skills/qualifications that are attached to the individual and can be carried between employers.

Network – using existing resources; building and combining them to create a more dynamic, flexible offering.

Links

The Creative Society

RSA Cities of Learning

Chicago City of Learning

Literacy, numeracy, digital and core life skills

The current situation in England

Core basic skills are important for both life and work, but England's young people have poorer basic skills than older generations and are below average compared to other countries.[30] This is in part due to a wide distribution of outcomes – there is a bigger gap between our highest and lowest achievers than in many other countries.

To redress this, the policy focus in England has been on retaking maths and English GCSEs for young people in further education where they have not achieved a particular grade. Beyond this, literacy and numeracy are embedded in other programmes, and adults aged 19 and over are entitled to free learning in these skills where they do not have an adequate qualification. However, take up of this entitlement has fallen by around one third over the last five years. In addition, digital and life skills are sometimes provided in conjunction with other services – for example though housing associations, or some grant funded provision.

Key issues

- Support for access to, and gaining, a broad set of basic skills for those that did not attain these at school;
- Need for systemic as well as programme-based solutions.

Case study examples

Second Chance School, Savoie, France

Second Chance Schools (E2C) were set up in France to tackle social exclusion among young people. They have a strong focus on reintegrating young people with education and training, leading to outcomes such as apprenticeships, employment or further qualifications.

Young people, aged between 16-26 who are not in education, employment or training (NEET) and regarded as socially excluded are supported to gain the essential skills needed for an apprenticeship including maths, literacy and digital skills. The cost per person on the programme is €6,200 per year.

The voices of young people are a central feature of the marketing and messaging used to advertise the E2C in Savoie (E2C73). This includes case studies of young people who have found an apprenticeship or employment through local radio, online and using social media. These help to create a positive message about E2C73 and the young people who attend, which in turn is key to improving perceptions of the target group among local employers and other partners in the local community.

[30] Building skills for all: a review of England – policy insights from the survey of adult skills, OECD, 2016.

E2C73 use a range of methods to recruit young people through external and self-referrals. One way they do this is through developing partnerships with organisations who then refer young people to the programme. Referrals most commonly come from Local Missions, set up to reduce youth unemployment: young people aged between 16 and 25 can seek support and advice about work, training and housing. Other referral pathways include local job centres, youth justice centres as well as social work or educational professionals.

Before joining E2C73, young people attend an interview to determine whether they are appropriate for the programme. Once young people have joined the programme, they attend an induction interview to discuss their personal, social and financial circumstances.

The induction interview includes an assessment of each young person's level of essential skills e.g. maths, as well as competencies related to personal and social development. The assessment is completed by the young person, alongside their tutor, using a paper-based assessment form and is repeated throughout a young person's time on the programme to track their progress and identify areas for further development.

The programme is completed over eight months and consists of a series of workshops such as essential skills, citizenship, sports, social projects, and a series of work placements. At E2C73, work placements take place across the whole eight-month duration of the programme, with each young person spending around 40% of their time in work placements with different employers.

The programme has three phases. During phase one, which lasts for four weeks, young people engage in a range of activities, focused around:

- Employability, such as CV writing and effective job searching;
- Essential digital skills, such as using email and Google Drive;
- Essential soft skills, such as team work and communication skills;
- Hygiene and safety at work.

Phase two lasts just over three months and aims to enable young people to consolidate their learning from phase one, to acquire essential skills needed for the labour market, and to explore their career aspirations. Phase three lasts for four months and is the last stage in a young person's time at E2C73 before they move on to an apprenticeship.

Sporting activities are an important part of the programme and seen as a way of improving or maintaining young people's holistic health and wellbeing. Good health and wellbeing is an important foundation for positive engagement with the programme and progression to the labour market.

In 2017, 51 young people graduated from E2C73. Of these, nearly one half (49%) moved on to a full time outcome. Eight young people moved on to further study or education, nine found full time employment and seven young people found an apprenticeship place with one of the employers who provided work experience during the E2C programme.

A further 24% of young people progressed from E2C73 to a short-term outcome, including four who found a short-term job, five went on to join a youth guarantee programme and three found supported work placements for young people with learning disabilities.[31] The remaining 27% of young people are currently looking for an apprenticeship place or job.

E2C73 measured these outcomes again 12 months after young people left the programme and found that all 51 young people had sustained their apprenticeship place or employment position.

Tomillo Foundation, Madrid, Spain

Tomillo Foundation is a private and independent organisation in Madrid that was founded in 1983. It is aimed at young people aged 15-17 who are typically from local areas of socioeconomic disadvantage, not in education or employment, and are commonly early school leavers. In 2017, approximately 280 young people were enrolled on the programme. The cost per person on a pre-apprenticeship across two years is €9,600.

The pre-apprenticeship programme coincides with the typical academic calendar in Spain and lasts for two years. Young people are supported to develop basic skills, vocational skills, employability skills and in personal and social development. The programme is built around a three-tiered model: young people progress through the programme developing their personal, professional and social skills in that order, before a work placement.

Substantial emphasis is placed on supporting young people with their personal and social development. This is the key focus of activities during the first year of the programme, mainly through classroom-based activities and learning where the development of personal and social skills is embedded within wider learning, for example basic skills.

During year two, young people learn about their chosen vocational subject in which they develop key professional skills. To support the project-based learning method, classrooms are set up to reflect the workplace environment to allow young people to develop meaningful professional and employability related skills for their chosen vocation.

With digital skills becoming increasingly important across the labour market, the inclusion of digital approaches is seen as a way of ensuring young people from disadvantaged backgrounds have access to the same opportunities as their peers. Digital approaches have been embedded within all aspects of delivery, and programmes updated to include topics such as programming, robotics, 3D printing, database work and computer security. These have helped young people to develop essential digital skills, but also to acquire specialist IT related skills. So far students have achieved 200 certificates of MOS titles (Microsoft Office Specialist) which is a meaningful addition to their CV.

[31] Young people on a youth guarantee course follow a one-year intensive support programme, combined with training and professional experience; they receive monthly financial support. The programme is run by the local youth employment agencies (*mission locales*).

The most recent data illustrates that 97% of young people who completed the pre-apprenticeship at Tomillo have progressed to an intermediate apprenticeship or employment. Of these, 75% progressed to an intermediate apprenticeship with Tomillo Foundation and 22% have gained employment elsewhere. The remaining 3% have not yet progressed from the programme but continue to receive mentoring support.

i-BEST USA

Integrated Basic Education and Skills Training Program (i-BEST) was developed by Washington's community and technical colleges to equip students with basic skills and/or English language needs to attend college and move into high demand living wage jobs. The objective is to increase the rate at which adult basic skills students enter and succeed in postsecondary occupational education and training. This entails a team-teaching approach: students work with two teachers in the classroom: one provides job-training and the other teaches basic skills in reading, maths or English language. Students get the help they need while studying in the career field of their choice.

i-BEST has been designed to challenge the notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels simultaneously. The i-BEST pathways include healthcare, aeronautics, advanced manufacturing and IT.

i-BEST was recognised by Harvard's JFL School of Government in 2011, and subsequently by the US Department of Education as a significant national innovation and is being replicated across the US. A multivariate analysis study completed in 2009 tracked educational outcomes of i-BEST students and those of other basic skills students over two years. It found that those participating in i-BEST achieved better educational outcomes than the other basic skills students and were more likely to go on to earn credits towards college and gain occupational certificates.[32]

It has become increasingly popular within Washington State – enrollments increased 27% between 2013 and 2017 (to 4,887). The Washington State Board for Community and Technical Colleges requires i-BEST programmes to lead to jobs with a minimum starting wage of $13ph. However, i-BEST students who complete certificates and degrees earn above these benchmarks.

Citizens' Curriculum

Citizens' Curriculum is an innovative, holistic approach developed by Learning and Work Institute to ensure everyone has the English, maths, digital, civic, health and financial capabilities they need. It gives learners a voice in co-designing curriculum content and

[32] Educational outcomes of i-BEST, Washington State community and technical college system's integrated basic education and skills training program: findings from a multivariate analysis, Community College Research Center, Columbia, 2009.

careful contextualization, ensuring that more people are learning skills which are relevant to their lives and their work.

Learners make life-changing improvements to their employability, motivation to learn, social and civic engagement and self-efficacy. Independent research from a pilot in Rochdale found it delivered £3.68 savings to public services for every pound invested.[33]

Key lessons

Basic skills alongside vocational skills – programme structures enable young people to continue with their vocational learning while accessing basic skills support; in the case of i-BEST this is simultaneous with access to two sets of teachers in the same classroom.

Learner engagement – young people can be engaged by building programmes that mix basic skills support with vocational elements. These skills, particularly digital basic skills can then be further developed and linked to employment. Interpersonal and social skills can be taught and consolidated outside of the classroom through activities such as sport.

Specialist support where needed – tutors and one-to-one support help to ensure young people have the chance to gain skills missed.

Broad benefits – impact of basic skills is significant across many areas of life.

Links

E2C73 Savoie

Network of Second Chance Schools in France

The European Network of Second Chance Schools

Tomillo Foundation

iBEST

Citizens' Curriculum

Best practice in the design and delivery of pre-apprenticeship programmes

[33] Citizens' Curriculum phase 2 evaluation report, L&W, 2017.