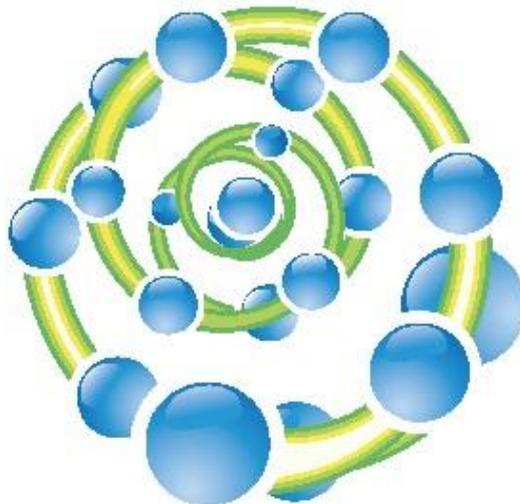


Early leaving from vocational education and training

United Kingdom



This article on early leaving from vocational education and training written in 2013 is the first one of a set of articles prepared within Cedefop's ReferNet network. It complements general information on VET systems available online at <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>.

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Introduction

Improving education levels is at the core of Europe's 2020 strategy for smart, sustainable and inclusive growth. Reducing the share of early leavers from education and training to less than 10 % has subsequently become one of its headline targets (¹). Moreover, amongst the priorities within the Bruges Communiqué (²), member states agreed to:

- maximise the contribution of VET in combating early leaving from education and training;
- use monitoring systems to support the participation of 'at-risk' groups in VET; and
- raise participation of low-skilled and other 'at-risk' groups in education and training.

In the context of the Commission's annual growth surveys and the follow-up of national reform programmes, several Member States have also received specific recommendations to tackle the issue.

This article aims to help understand why young people drop out from VET, by focusing on:

- reasons why learners drop out from VET;
- measures within VET programmes to prevent learners from 'dropping out'; or measures to encourage learners to re-engage in VET/education and training once they have dropped out of VET.

¹ [European Commission \(2010\). Europe 2020. A strategy for smart, sustainable and inclusive growth.](#) Communication. COM(2010) 2020 final.

² [The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020](#), European Ministers for VET, European Social Partners and the European Commission, December 2010

A. Early leaving from education and training in the UK: definitions and statistics

1. Definition of early leaving from education and training used in the UK

Young people may leave education and training at age 16 in Scotland, Wales and Northern Ireland. The compulsory participation age in education and training is being raised to 17 from 2013 and 18 years of age from 2015 in England. 16-18 year olds are guaranteed a place in education or training in England which also extends to 19 year olds in Scotland and Wales, should they wish to attend. In Northern Ireland, all unemployed 16-17 year old school leavers are offered a guarantee of a training place. Early leavers from education and training in England, Wales and Northern Ireland are classified as NEET (not in employment, education or training) and NET (young people not in education or training). NEET / NET data is mostly collected for the age group 16-24. NEETs are called MCMCs (More Choices, More Chances) in Scotland and generally refer to the age group 16-19.

2. Data on dropping out from VET, which ones, how and by whom

Data regarding school leavers and young people not in employment, education or training (NEET) is collected by various organisations in the UK and statistics are mostly shown for England, Scotland, Wales and Northern Ireland separately, due to the devolved responsibility for education and training. In total, there were 1,093,000 NEETs in the age group 16-24 in the UK in the first quarter of 2013 ⁽³⁾. This number has been falling slightly since 2011, but it is recognised that the number is still far too high.

The Data Service, provided by the Skills Funding Agency (SFA), publishes data on qualification success rates and participation in post-16 education in England. Data is collected through the Individual Learner Record (ILR) system. Attendance, achievement rates and progression routes of young people are held in the Department for Education's (DfE's) National Pupil Database. Along with the above sources, NEET and NET (young people not in education or training) statistics are compiled from the Office for National Statistics' (ONS) Schools' Census, Pupil Level Annual Schools' Census and population estimates in addition to the Labour Force Survey and data from the Higher Education Statistics Agency (HESA) and Higher

³ [Young People Not in Education, Employment or Training \(NEET\)](#), ONS, May 2013

Education Students Early Statistics (HESES). Local authorities report on school and college participation rates to the DfE through the National Client Caseload Management Information System (CCIS). Studies have also been made from the Youth Cohort Survey and Longitudinal Survey of Young People in England. Statistics from 2013 show that 152,000 (8.2%) of 16-18 year olds were NEET in England. The figure for 19-24 year olds was 757,000 (18.2%). 271,000 (14.7%) of the 16-18 group were NET whilst 2,417,000 (58.1%) of 19-24 year olds were NET ⁽⁴⁾.

Scottish students' post-school destinations are tracked in the annual School Leaver Destination Return (SLDR) and Skills Development Scotland's (SDS's) follow-up survey. Statistics are also available from the Scottish Funding Council and Scottish Colleges. Monitoring of participation and school leaver data is part of the 16+ Learning Choices Policy and Practice Framework. SDS maintains the 16+ Learning Choices Data Hub that contains data on learning and transitions to work. The number of 16-19 year olds classified as MCMC / NEET in Scotland was 33,000 (13.3%) in 2012 ⁽⁵⁾.

Careers Wales' Pupil Destinations from Schools in Wales Survey, along with the Annual Population Survey from the ONS, provide data on participation rates and school leavers. Further sources include the Welsh Government's Pupil Level Annual Schools' Census and the Lifelong Learning Wales Record (LLWR) in addition to the HESA Student Record. Young people in the NEET category in Wales amounted to 13,000 (11.8%) of 16-18 year olds and 55,200 (22.2%) of 19-24 year olds in 2012 ⁽⁶⁾.

School leaver and participation rates in Northern Ireland are available from the Annual School Census and the Further Education Statistical Record (FESR) which is extracted from the NI Colleges Information System (NICIS). Further data are found in the Department for Employment and Learning's Client Management System (CMS) and from the ONS. Statistics from the most recent Labour Force Survey in Northern Ireland in 2013 indicate that 12.3% of 16-19 years were NEET. The figure for 16-24 year olds was 19.1%

A study by the Work Foundation shows that a much higher proportion of 16-18 year olds are in full time education compared to 18-24 year olds and that since the onset

⁴ [Statistical First Release](#), DfE, Quarter 1 2013

⁵ [Statistics from the Annual Population Survey](#), Scottish Government, May 2013

⁶ [Statistical Bulletin, Young people not in education, employment or training \(NEET\), Annual Population Survey](#), Statistics for Wales, April, 2013

of the economic recession there has been an increase in the proportion of 16-24 year olds deciding to remain in full-time education to avoid unemployment. “42 per cent of 16-24 year olds are now in full-time education in the UK” (⁷). In general, males are slightly more likely to continue in work-based training and become NEET, whilst females were more likely to continue into further education.

B. Different aspects that may influence the decision to remain in or drop out from VET

1. Structural characteristics of the education and training / VET system

The GCSE (General Certificate of Secondary Education) is the most common secondary education qualification taken at age 16 in England, Wales and Northern Ireland. It is possible to combine academic GCSE subjects with vocational subjects and qualifications at the same level within the education system. Following a review of vocational qualifications for 14-19 year olds in England, it was recommended that the volume of vocational qualifications be reduced to ensure only good quality programmes that are valued in the labour market are offered. The number of vocational qualifications considered equivalent to GCSEs for the school league table ranking exercise was consequently reduced, which has resulted in fewer vocational courses being offered at secondary level, corresponding to EQF levels 2 and 3, in English secondary schools. Incidents of young people becoming NEET are more frequent amongst individuals with poor GCSE attainment. An Ofsted survey from 2010 of factors that have contributed to reducing the proportion of 16-18 year olds becoming NEET, found that the most successful schools seen, “offered an increasing number of vocational qualifications, as well as GCSE, at Key Stage 4 (EQF levels 2 and 3) to motivate the young people who found GCSE uninspiring and irrelevant” (⁸). Ofsted concluded that more vocational alternatives at this level was one factor that increased opportunities for progression at upper secondary level. A study by the Centre for Analysis of Youth Transitions discovered that young people who were disengaged with education and studied vocational courses at secondary level were more likely to achieve qualifications at Key Stage 4 Level 1 (EQF level 2), but not Level 2 (EQF level 3). Also from the same study, no evidence was found to suggest

⁷ [Off the map? The geography of NEETs](#), The Work Foundation, November 2011, page 8

⁸ [Reducing the numbers of young people not in education, employment or training: what works and why](#), Ofsted, 2010, page 14

vocational programmes produced better outcomes than academic programmes for post-compulsory students ⁽⁹⁾.

According to a study on early school leaving in the EU, “a disproportionate emphasis on testing / examinations has been considered problematic” ⁽¹⁰⁾ in terms of early school leaving in the UK. An on-going reform of the GCSE qualification in England is likely to result in an even bigger emphasis on final examinations. As part of a review process of the GCSEs in Northern Ireland, the Minister of Education is currently deciding on whether to follow the English example or develop separate examinations. No changes to the GCSEs are planned in Wales. The introduction of the National 4 qualification at EQF level 2 within the Curriculum for Excellence (CfE) in Scotland will place less emphasis on examinations in favour of more holistic learning and assessment. The new National 5 qualification (EQF level 3) will focus more on holistic, interactive and interdisciplinary learning and, where appropriate, assessment, but it will also consist of terminal, graded external assessments, including examinations.

A research report from 2009 identified a lack of practically-oriented VET programmes and preparatory VET programmes. “Research conducted in one area found that the majority of those who left a course had not been able to pursue their first choice of course due to oversubscription” ⁽¹¹⁾. Increased funding and marketing of Apprenticeships have since witnessed record numbers of Apprenticeship starts across the UK. Apprenticeship completion rates are also rising and stood at 73.8% in England and 78% in Wales in the 2011/12 academic year and 77% in Scotland in 2012/13. The completion rate in Northern Ireland in 2011/12 was 68% ⁽¹²⁾. The introduction of tuition fees for higher education study has made Apprenticeships an increasingly attractive alternative as they are considered to lead to good job opportunities and would not result in incurring a student debt. There are Apprenticeship matching services where young people can search for vacancies online in England, Scotland, Wales and Northern Ireland. Whilst more employers have also started taking on Apprentices, there are campaigns to encourage even

⁹ [The impact of KS4 vocational courses on disengaged young people's engagement with education 15-18](#), CAYT, October 2011, page 7

¹⁰ [Reducing early school leaving in the EU](#), Nevala, Hawley, 2011, page 49

¹¹ [Increasing Participation: Understanding Young People who do not Participate in Education or Training at 16 and 17](#), NFER, 2009, page 77

¹² Refers to the proportion of QCF level 2/3 and level 3 progression leavers from ApprenticeshipsNI who gained a qualification in the academic year 2011/12. The numbers from the rest of the UK refer to Apprenticeships at all levels.

more employers to offer Apprenticeship places to cope with demand. Courses preparing young people for technician level (EQF level 4) Apprenticeships and VET programmes are on offer across the UK. In England, a new Traineeship programme will be available from August 2013. Wales already has its own Traineeship programme and 62% of leavers from Welsh Traineeship programmes had a positive progression to employment, self-employment or further learning in 2011/12.

There is a huge amount of vocational courses available in the UK, especially at the level corresponding to EQF level 4. The Scottish Curriculum for Excellence and Northern Irish Entitlement Framework aim to ensure that young people have access to a wide range of courses. The intention of the CfE reform is furthermore to provide greater personalisation and choice of subjects for students. The Entitlement Framework will guarantee that all learners have access to a minimum of 18 and 21 courses at Year 11 (GCSE) and post 16 education respectively from 2013 (rising to 24 and 27 by 2015), at least a third of which must be applied and a third general. Students at lower and upper secondary level in Wales are offered a minimum of 30 study choices, both academic and vocational. Modular education and training is offered across the UK within credit-based qualifications frameworks. This allows learners to study individual units of full qualifications, which reduces cost and time spent on VET for learners that may only need certain specific modules. There are also opportunities to top-up units of learning to full qualifications at a later stage, although this must be in accordance with the rules of the qualifications regulators and at the discretion of the education providers and awarding bodies. A study into unit delivery trials within the QCF found that “unit learning completion rates were high, with more than four in five (85%) having completed their initial programme of units”⁽¹³⁾. 70% of learners involved in the trials furthermore reported their intention to undertake further study in the future.

2. Labour market and social policy issues

Traditionally there has been large demand for low skilled and unskilled work in the UK, but the qualification requirements of jobs in Britain have risen since the mid-1980s. According to the Skills and Employment Survey 2012, this trend became more pronounced between 2006 and 2012. In fact, “jobs requiring no qualifications on entry fell from 28% in 2006 to 23% in 2012, while jobs requiring degrees or higher

¹³ [Unit Delivery Trials: Assessment of Learner Benefits](#), IFF Research, January 2013, page 67

rose from a fifth (20%) in 2006 to around a quarter (26%) in 2012” (14). The proportion of jobs requiring intermediate qualifications remained steady within the same period. Young people often have similar aspirations as their family, and individuals from low skilled families are not always aware of the changing job market and consequently do not always value education as they think there is plenty of unskilled work available. The number of job vacancies fell during most of the recent economic crisis and the job market has been slow to recover, which also means some employers are reluctant to take on Apprentices due to fears about the economic situation, despite the availability of government funding. Employers pay Apprentices’ salary, but there is government funding for 16-24 year old Apprentices’ training. Other funding, such as the Education Maintenance Allowance (EMA), has been retained in Scotland, Wales and Northern Ireland to support young people from low income families through school and college courses. The EMA was replaced with a 16-19 Bursary Fund in England. The majority of providers asked in a recent survey “thought that the Bursary Fund was having a positive impact on young people’s participation (58%) and engagement in learning (54%). Similarly, two-thirds (68%) thought it was effective in targeting young people facing the greatest barriers to participation” (15). NFER research found that there was a lack of knowledge regarding financial support for training amongst the NEET group and that they were “unsure of the impact that participating in education and training would have on the benefits they currently claimed” (16).

A significant number of vocational qualifications are on offer in the UK, and with frequent introductions of new courses and changes to existing courses it can be confusing for young people and their parents to choose the most suitable course. All age careers information advice and guidance (CIAG) services exist across the UK. The services work independently with education providers and give advice over the phone, internet and in person. Schools in England have a duty to secure access to independent and impartial careers advice; however, there are concerns that the service is not currently providing face-to-face advice to young people. According to a University of Edinburgh study, “Skills Development Scotland’s input in schools is now based on the expectation that all pupils will use its website My World of Work (MyWoW) and many may not need individual contact with a careers adviser”. On the

¹⁴ [Skills at Work in Britain, First Findings from the Skills and Employment Survey 2012](#), Felstead [et al.], page 3

¹⁵ [Evaluation of the 16-19 Bursary Fund: Year 1 Report](#), NatCen Social Research, May 2013, Page 13

¹⁶ [Increasing Participation: Understanding Young People who do not Participate in Education or Training at 16 and 17](#), NFER, 2009, page 82

other hand, the study found that just over two-fifths of grade 11 pupils had made use of MyWoW. “Furthermore, pupils who were uncertain about their career ideas were less likely to access it than those who were more definite” ⁽¹⁷⁾. Careers Wales provide careers advice to students and training to staff in all secondary schools and colleges. An Estyn evaluation concluded that schools generally give pupils good careers advice, but improvements can be made in terms of tracking students’ progress and making use of labour market information to better inform students ⁽¹⁸⁾. The Northern Ireland Schools and Colleges Careers Association has presented evidence that careers advice is offered in schools and colleges, often in dedicated rooms, but that service is of variable standard due to a lack of or old qualifications and lack of staff dedicated specifically to careers advice ⁽¹⁹⁾.

Reports show that many pupils don’t receive sufficient information about further vocational study opportunities. A survey by Edge of A level (EQF level 4) students revealed that they felt teaching staff lacked awareness of vocational courses. “A third of young learners polled (32 per cent) state VQs (vocational qualifications) and vocational opportunities have never been presented to them as an option, while 77 per cent were even discouraged from pursuing a vocational path” ⁽²⁰⁾. This limits the choice of study for young people, and the academic study route is not always the most suitable option. Secondary schools moreover lack incentives to advise students to embark on a post-16 vocational study route, as the current school league table ranking takes retention, GCSE results and progression to academic higher education into consideration, but ignores VET. In spite of recent campaigns promoting VQs and Apprenticeships, VET is still not considered as prestigious as general academic qualifications amongst most young people and parents in the UK.

Whilst the number of Apprentices in the UK has risen sharply in recent years, a large proportion of the vacancies have been filled by adult learners above 25 years of age. Adult Apprentices are often viewed by employers as more capable workers who already possess both technical and soft skills and therefore require less training than young people. Certain Apprenticeships have also been used to up-skill or retrain employees. Despite the competition from adult learners, in England “it should be

¹⁷ [CES Briefing, What’s the evidence? Comparing the impact of career websites and other career support](#), University of Edinburgh, 2013

¹⁸ [Informed decisions: The implementation of the Careers and the World of Work framework](#), Estyn, October 2012, page 8

¹⁹ [Inquiry into Careers Education, Information, Advice and Guidance in Northern Ireland: Northern Ireland Schools and Colleges Careers Association Briefing](#), Northern Ireland Assembly, April 2013

²⁰ [Press Release, Vocational Stigma Starts in School](#), VQ Day, May 2012

noted that although the proportion of all starts by people aged under 19 decreased from 42% in 2009/10 to 25% in 2011/12, the actual number of starts by people in this age group increased by 13,100 or 11% over the same period” (21). Research by City & Guilds has shown that there are substantial differences in earnings between people who completed an Apprenticeship and non-completers. Individuals who completed an Advanced Apprenticeship (EQF level 4) saw that an “average increase in earnings for a completer compared to a non-completer was about 20 per cent per annum over seven years” (22). Completion of vocational qualifications at EQF levels 2-4 also impacts earnings according to a London Economics report. For example: “NVQ Level 3 (EQF level 4) qualifications are associated with a small negative earnings return in the first three years post completion; however, a positive earnings return emerges by year 4 post-acquisition and increases to more than 14% after seven years” (23).

3. Individual reasons that may influence the decision to discontinue VET

A number of reasons for young people falling into the NEET category have been mentioned in an NFER report. They included problems related to the cost and time of travel to learning venues, bad experiences of school such as bullying, a lack of self-esteem caused by poor academic achievement, a reluctance to seek help with problems at school due to poor relationships with school staff as well as instances of over-confidence where young people rejected certain courses despite low levels of attainment. The study did, however, find that NEETs had a “tendency to favour vocational courses if they were to re-enter education or training” (24). One of the reasons given for this choice was a belief that vocational courses provided them with more employment potential and opportunities. A report about tackling the NEET problem observed that “regular absence can start from as early as age 12” (25). Ofsted concluded in 2010 that prominent factors contributing to NEET status “were poor attendance, exclusion from school and a lack of experience and understanding of the world of work” (26). Young people who had left Scottish Modern Apprenticeships (MA) before completion cited offers of better employment, poor support / relationship with the employer and redundancy as the most common

²¹ [Apprenticeship statistics](#), House of Commons Library, February 2013, page 5

²² [The Economic Value of Apprenticeships](#), C&G, February 2012, page 7

²³ [The Long Term Effect of Vocational Qualifications on Labour Market Outcomes](#), London Economics, June 2011, page 12

²⁴ [Increasing Participation: Understanding Young People who do not Participate in Education or Training at 16 and 17](#), NFER, 2009, page 82

²⁵ [Tackling the NEETs problem](#), IoE London, 2009, page 12

²⁶ [Reducing the numbers of young people not in education, employment or training: what works and why](#), Ofsted, 2010, page 12

reasons for leaving. 33% of non-completers left the MA within the first three months of the contract. Research evidence from Northern Ireland suggests that “a significant percentage of NEET have been bullied when at school, females being more likely to be bullied than males” (²⁷).

C. Measures to reduce drop out from VET

1. Measures in place to prevent drop out from school-based VET and apprenticeship-type training

Inspiring the Future is a free service which will see people from all sectors and professions volunteering to go into state secondary schools and colleges to talk about their jobs, careers, apprenticeships and the education routes they took. Students are taught career management skills in schools and colleges. In Northern Ireland, career management skills are included in the Learning for Life and Work area of learning at secondary education level. Career management skills are being introduced into the Scottish secondary school curriculum as part of the Curriculum for Excellence reform.

A new funding system has been developed in England. Provider funding will be dependent on the success rate of some learners and apprentices, i.e. in terms of long-term employment. Former students and apprentices will be tracked to see whether they are in employment following the course. Job Outcome Incentive Payments have been introduced in 2011/12 and a trial of the new funding scheme will be held in 2012/13 before full implementation is envisaged in 2013/14. The Scottish colleges funding model is related to retention, so funding levels are contingent upon retaining learners. Financial incentives encouraging enterprises to take on Apprentices are offered through such schemes as the Apprenticeship Grant for Employers (AGE 16-24), Employer Recruitment Incentive, Adopt an Apprentice and Young Recruits Programme.

2. Remedial measures in place within VET / related to VET

The Youth Contract has been introduced specifically to support disengaged 16 to 17 year olds to move into education, training or employment with training. This programme of additional support is focused on young people who are NEET, have

²⁷ [A Scoping Study of those young people Not in Education, Employment and Training \(NEET\) in Northern Ireland](#), DELNI, page 31

low levels of attainment and a range of factors that put them at greater risk of long-term disengagement. Providers are given complete freedom to design and tailor a programme of support to help them move into full-time education, an Apprenticeship or a job with training. Providers will receive payment by results depending on how successful they are at helping young people to make a sustainable move into a positive outcome.

Skills Development Scotland (SDS) will support young people at risk of disengaging with education with advice through their My Work Coach service regarding funding, education and career opportunities. Activity Agreements, organised through YouthLink and local authorities, offer tailored packages of learning, activity and support to those young people who may not, without additional support, make a successful transition to work, further education or training. "Following their Activity Agreement, 49% of young people were participating in a training programme, 22% were in further education, 18% had secured employment and 11% went on to participate in something else not listed" ⁽²⁸⁾. Scottish local authorities also lead More Choices, More Chances Partnerships that deliver 16+ Learning Choices and focus on preventing young people reaching negative destinations after compulsory education.

The Pathways to Work and Pathways to Apprenticeship routes are part of the Welsh Youth Engagement and Employment Action Plan and provide NEETs or young people at risk of becoming NEET with programmes and support to work or further training. 65% of those following the Pathway to Apprenticeship gained an Apprenticeship contract in 2012. The Learning Pathways 14-19 approach is designed to meet individual learners' needs and give access to personal support. The Families First programme provides a holistic integrated approach to assisting families, some of whom may have children at risk of becoming disengaged. A new set of professional standards for school leaders, teachers and higher level teaching assistants was introduced in 2011, which includes, through the continuous professional development of teachers, to deal effectively with pupils at risk of becoming NEET. Over 90% of year 12 pupils receive one-to-one impartial careers guidance from the Northern Ireland Department for Employment and Learning's Careers Service. As part of this process, advisers are able to assess those young people most at risk of becoming NEET. Careers advisers actively case manage and

²⁸ [Activity Agreements Follow-up Study of Leavers](#), YouthLink, February 2013

support all year 12 pupils towards a sustained positive destination and this support continues until the young person becomes 18 years old.

In Northern Ireland, the Additional Support Fund (ASF) is targeted at all students, enrolled in further education college provision, who have declared a learning difficulty and/or disability. The Fund, which has two streams, is intended to help colleges to meet the necessary additional cost of provision for these students. Within the Pathways to Success Strategy, measures such as extra funding to young people at risk of dropping out of college, have caring responsibilities, must travel far to college or have financial difficulties are in place. Colleges also provide pastoral arrangements and work with health and social services trusts and voluntary organisations to help with other problems. The Northern Ireland Careers Service provides on-going support to 16 and 17 year olds who participate on the Collaboration and Innovation Fund projects.

D. Conclusions

Young people are vulnerable in tough economic times and the number of young NEETs increased during the recession. The participation in education and training figures for the UK have been improving since 2011, but NEET numbers remain too high. Dealing with this problem is gaining in importance due to the decrease in unskilled and low skilled work available in the UK. Whilst gains are being made in attracting young people to Apprenticeships and VET programmes, further developments are expected in terms of VET qualifications reforms in the near future. Strategies are being developed to deal more effectively with early detection of young people becoming disengaged with education and training.

E. Tables

1. People not in education, employment or training (NEET) in the UK ⁽²⁹⁾:

	March 2011	March 2012	March 2013
Age 16-24	1,125,000	1,194,000	1,093,000
Age 16-17	87,000	94,000	76,000
Age 18-24	1,037,000	1,100,000	1,017,000

²⁹ [Young People Not in Education, Employment or Training \(NEET\)](#), ONS, May 2013

2. Percentage of young people not in employment, education or training (NEET) based on the most recent Labour Force Study (LFS) in England (³⁰):

	Quarter 1 2011	Quarter 1 2012	Quarter 1 2013	% point change from Q1 2012 to Q1 2013
Age 16	5.2%	6.2%	4.6%	-1.6
Age 17	7.9%	9.0%	6.0%	-3.1
Age 18	12.2%	13.7%	13.8%	+0.1
Age 16-18	8.4%	9.7%	8.2%	-1.4
Age 19-24	18.6%	18.8%	18.2%	-0.6
Age 16-24	15.4%	15.9%	15.1%	-0.8

3. The number of young people not in education or training (NET) based on the most recent Labour Force Study (LFS) in England (³¹):

	Quarter 1 2011	Quarter 1 2012	Quarter 1 2013	Change from Q1 2012 to Q1 2013
Age 16	43,000	45,000	29,000	-16,000
Age 17	73,000	79,000	58,000	-21,000
Age 18	202,000	180,000	184,000	+4,000
Age 16-18	319,000	304,000	271,000	-34,000
Age 19-24	2,454,000	2,423,000	2,417,000	-6,000
Age 16-24	2,772,000	2,728,000	2,688,000	-40,000

4. 16 to 18 year olds in education and training, England (³²):

	2010	2011	2012
Full Time Education	1,379,100 (68.6%)	1,362,400 (68.6%)	1,327,000 (67.2%)
Employer Funded Training	67,500 (3.4%)	69,100 (3.5%)	78,700 (4%)
Work Based Learning	111,400 (5.5%)	110,200 (5.5%)	110,400 (5.6%)
Other Education / Training	99,900 (5%)	113,900 (5.7%)	120,200 (6.1%)
Employed	172,000 (8.6%)	136,200 (6.9%)	149,900 (7.6%)
NEET	182,800 (9.1%)	195,500 (9.8%)	190,100 (9.6%)
NET	354,700 (17.7%)	331,700 (16.7%)	340,000 (17.2%)

5. Young people not in education, employment or training in Wales (³³):

	Quarter 4 2010	Quarter 4 2011	Quarter 4 2012	Change from Q4 2011 to Q4 2012
Age 16-18	13,900 (11.6%)	15,300 (13.3%)	13,300 (11.8%)	-2,000
Age 19-24	57,000 (23.2%)	54,200 (22.3%)	55,200 (22.2%)	-1,000

³⁰ [Statistical First Release](#), DfE, Quarter 1 2013

³¹ [Statistical First Release](#), DfE, Quarter 1 2013

³² [Participation in education, training and employment by 16- to 18-year-olds in England](#), end 2012, DfE, June 2013

³³ [Statistical Bulletin, Young people not in education, employment or training \(NEET\)](#), Annual Population Survey, Statistics for Wales, April, 2013

6. School leaver destinations Wales (³⁴):

	Year 11	Year 12	Year 13
Continuing in Full Time Education	29,568 (84.6%)	14,801 (89.2%)	10,301 (78.8%)
Continuing in Part Time Education	189 (0.5%)	34 (0.2%)	41 (0.3%)
Work Based Training	2,336 (6.7%)	590 (3.5%)	273 (2%)
Employed	563 (1.6%)	389 (2.3%)	1,285 (9.8%)
Known to be NEET	1,471 (4.2%)	441 (2.7%)	668 (5.1%)
No response / left the area	807 (2.3%)	339 (2.1%)	509 (3.9%)

7. 16-19 year olds not in education, employment or training (NEET) in Scotland (³⁵):

2010	36,000	13.7%
2011	32,000	12.4%
2012	33,000	13.3%

8. School leaver destinations Scotland (³⁶):

	2009/10	2010/11	2011/12
Continuing in higher and further education	58.2%	58.7%	60.6%
Continuing in training	3.4%	3.5%	3.8%
Employment and voluntary work	23.6%	24.5%	24.4%
Activity Agreement	-	0.6%	0.7%
Unemployed	14.1%	12.2%	10%
Unknown	0.7%	0.6%	0.6%

9. Participation in full-time education and vocational training in schools and FE colleges in Northern Ireland by 16 and 17 year olds (³⁷):

	16 year olds	17 year olds	16 and 17 year olds
2008/09	91%	82.4%	86.7%
2009/10	89.3%	83%	86.1%
2010/11	93.8%	86.3%	90%

10. Young people not in education or training (NEET) based on the most recent Labour Force Study (LFS) in Northern Ireland (³⁸):

	Quarter 1 2011	Quarter 1 2012	Quarter 1 2013
Age 16-19	19,000 (19.0%)	12,000 (12.5%)	12,000 (12.3%)
Age 16-24	47,000 (20.7%)	46,000 (20.9%)	42,000 (19.1%)

³⁴ [Pupil Destinations from Schools in Wales 2012](#), Careers Wales

³⁵ [Statistics from the Annual Population Survey 2012](#), Scottish Government, May 2013

³⁶ [Summary statistics for attainment, leaver destinations and healthy living, No. 3: 2013 Edition](#), the Scottish Government, June 2013

³⁷ [Statistical Press Release, participation in full-time education and vocational training by 16 and 17 year olds in Northern Ireland 2010/11](#), DE, DEL

³⁸ Labour Force Survey Northern Ireland 2013

11. School leaver destinations Northern Ireland ⁽³⁹⁾:

	2009/10	2010/11	2011/12
Continuing in higher and further education	75.3%	74.3%	76.9%
Continuing in training	11.8%	13.1%	11.1%
Employment	7%	6.6%	6.2%
Unemployment	3.6%	3.8%	3.2%
Unknown	2.4%	2.2%	2.5%

³⁹ [Qualifications and Destinations of Northern Ireland School Leavers 2011/12](#), NISRA / ONS, May 2013