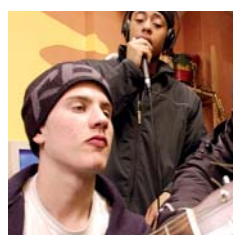


# Youth Matters: Next Steps

Something to do, somewhere to go, someone to talk to



Every Child Matters  
Change For Children

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

# Youth Matters: Next Steps

## Something to do, somewhere to go, someone to talk to

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# Foreword



We had an unprecedented response to Youth Matters – over 19,000 young people took the time to give us their comments and we heard from 1,000 organisations, professionals and parents. Young people and those who care about them have made their views very clear. We have listened to what they told us and in this document report on our implementation plans. With such a huge response, we are confident that our plans will find widespread support. We know that they will only succeed if we have the support of young people, their families and our partners.

Key parts of Youth Matters will help to deliver on our wider objective of promoting social mobility. We will only achieve improved opportunities, progression and outcomes for all by changing our whole approach to public services. Our services for young people are no exception and through Youth Matters we are set on delivering a radical reshaping of universal services for teenagers – with targeted support for those who need it most. The Youth Matters proposals, set alongside our 14-19 reforms and the Schools White Paper, provide a powerful and comprehensive agenda for positive changes to the life chances of all young people.

Running throughout Youth Matters is the message that we want young people to be actively involved in their communities, influencing decision-making and democratic processes, and leading action to change communities for the better. Many young people are already showing that they care about their communities but sadly their good work often goes unnoticed or is overshadowed by media attention on the anti-social behaviour of a small minority. Of course we are tackling the problem of anti-social behaviour and our plans to provide more things to do and support when needed are an important part of that.

I want to see every teenager flourish and succeed – and receive services and support tailored to their needs. Youth Matters builds on the progress we have made in recent years but we have to step up a gear. I believe that the plans in this document will do that but they require imagination and leadership, and a shared vision, from everyone working with young people. The Government is committed to that vision and will support you to realise it.

A handwritten signature in black ink that reads "Ruth Kelly". The signature is fluid and cursive.

**Ruth Kelly**  
Secretary of State for Education and Skills

# 1. Introduction

“People think our area is affluent because it is 75 per cent parkland, and so the place does not receive much funding for sports centres and youth clubs, but actually it means most of the time we have nothing to do.”<sup>1</sup>

1.1 When we published Youth Matters on 18 July 2005 we launched an extensive public consultation. The consultation period ended on 4 November 2005 and has broken all records. The response from young people – over 19,000 gave us their views – was the largest ever to a Government consultation. One thousand organisations, professionals and parents submitted responses and many more offered views through national and local meetings.

1.2 There is clearly a huge interest in supporting young people. Research consistently tells us that a top concern of young people, parents and communities is the lack of positive pursuits for young people and safe places for them to go. We agonise over the disenchantment of young people with formal political processes and the thwarted ambitions of some in our most deprived neighbourhoods. Yet we recognise their huge potential and want to create opportunities to release it.

1.3 The Youth Matters consultation confirmed that our proposals are largely right and responses in particular welcomed the increasing emphasis on engaging and empowering young people. But we cannot be complacent. The consultation revealed some concerns so, in developing our plans, we must respond to the issues raised and continue to listen to young people.

1.4 In Chapter 2 we reinforce the commitment across Government to transform the lives of young people and identify the guiding principles which the consultation suggested must drive our approach. In Chapter 3 we present a summary of the comments we received during the consultation. In Chapters 4 to 7 we explain what we will do as a result and in Chapter 8 how change will be delivered locally. In addition to this report we are publishing other documents with feedback from the consultation<sup>2</sup>. At the same time we are also issuing guidance on the Youth Opportunity Fund and Youth Capital Fund<sup>3</sup>.

<sup>1</sup> The quotes which open each chapter are the views of young people who took part in the consultation.

<sup>2</sup> A summary; a report for young people; 'easy read'; Braille and audio versions; a Regulatory Impact Assessment and Race and Equality Impact Assessment; consultation reports; and a more detailed implementation plan. [www.everychildmatters.gov.uk/](http://www.everychildmatters.gov.uk/)

<sup>3</sup> The Youth Opportunity and Youth Capital Funds Guidance Notes. [www.everychildmatters.gov.uk/](http://www.everychildmatters.gov.uk/)

## 2. Achieving the Vision

“We need to be involved in things first hand...We need to be given responsibilities”

2.1 The Government is determined to make a reality of the vision set out in Youth Matters to transform the lives of every young person in this country through a radical reshaping of provision and, in doing so, to narrow the gap between the most disadvantaged and the rest.

2.2 Youth Matters applies the principles of Every Child Matters to young people and is driven by our ambition that all children and young people should achieve the five key outcomes<sup>4</sup>.

2.3 Youth Matters seeks the same overall aim as those in the *14-19 Education and Skills White Paper* and the subsequent implementation plan<sup>5</sup> and in the *Better Schools White Paper*<sup>6</sup> – the transformation of the life chances of young people. Our forthcoming response to the Foster Review of Further Education will share that aim.

2.4 These reforms are mutually reinforcing. Proposals designed to support schools and colleges to strengthen the quality of education and training are boosted by reforms of curriculum and qualifications, which will engage and challenge more young people, raising

participation and achievement. Those changes will in turn be supported by improvements to advice and guidance, helping more young people to choose courses which meet their needs and aspirations; and by improvements in youth services which will enable more young people to undertake wider activities and to overcome barriers to their achievement. Each of these reforms is valuable in its own right – but in combination they are an immensely powerful force to configure the system better to meet the needs of young people.

2.5 Youth Matters reflects the commitment across Government to improve young people's life chances – for example, through the reform of health and social care services. It is based on similar principles to those underpinning the National Service Framework<sup>7</sup> and our health and social care plans announced in January<sup>8</sup>.

<sup>4</sup> The Every Child Matters outcomes are: Being Healthy, Staying Safe, Enjoying and Achieving, Making A Positive Contribution and Economic Well-Being.

<sup>5</sup> *14-19 Implementation Plan*, DfES December 2005.

<sup>6</sup> *Higher Standards, Better Schools for All: More Choice for Parents and Pupils*, DfES October 2005.

<sup>7</sup> *The National Service Framework for Children, Young People and Maternity Services*, DH October 2004.

<sup>8</sup> *Our Health, Our Care, Our Say: a new direction in community services*, DH January 2006. [www.dh.gov.uk/ourhealthourcareoursay](http://www.dh.gov.uk/ourhealthourcareoursay)



We know good physical and mental health are key to achievement and learning and that poor mental health is linked to increased risk taking.

2.6 The Youth Matters proposals provide a balance of opportunity, support and challenge to ensure a successful transition for every young person to adulthood. We want young people to thrive and prosper, and to mature as active, healthy and responsible citizens. As they progress through their teenage years we will ensure that they receive impartial, personalised advice to make the right choices; have access to a wider and better range of opportunities; and get extra help when they need it.

### **Investing in Young People**

2.7 We have demonstrated our commitment by increasing our investment in young people. In 2005-06 the Government is spending about £1.6 billion on the youth services and opportunities which are the direct focus of Youth Matters – and we will be backing the implementation of Youth Matters with a total of £200 million, including the extra funding made available through the 2005 Pre-Budget Report which means that £115 million in the two financial years from April 2006 will support the Youth Opportunity

and Youth Capital funds. This additional investment was reinforced in *Support for parents: the best start for children*<sup>9</sup> published alongside the Pre-Budget Report. This is of course in addition to other investment in teenagers, particularly for their education and training through schools, colleges and work-based learning providers.

2.8 A vital part of the effective implementation of Youth Matters will be securing maximum value for young people from this resource – including by integrating more effectively the resources available through all services for young people so that they have the biggest possible positive impact on young people's life chances.

2.9 Other agencies are investing in young people too. For example, The Youth Justice Board is making £45 million of new resources available to Youth Offending Teams, working with local partners in the statutory and voluntary sectors, to plan and commission early intervention programmes to prevent crime and anti-social behaviour. The Big Lottery Fund has announced a further £100 million for its Young People's Fund which will support provision for young people, especially through the voluntary and community sectors.

<sup>9</sup> *Support for parents: the best start for children*, HMT/DfES December 2005.

## Empowering Young People

2.10 We will only achieve lasting and positive change for young people if we place them at the centre of our policies and services. Through reforms of the school and college system and curriculum and qualifications change, we will continue to put young people at the heart of our reform programme, including by legislating for a new, broader curriculum entitlement. In implementing Youth Matters we will do this in three principal ways:

- through a personalised, differentiated approach which responds to the needs of every young person, whilst recognising that group or neighbourhood approaches are also needed
- putting purchasing power in the hands of young people and supporting them to make choices and influence provision
- involving young people in local decisions about what is needed in their communities

2.11 We believe that empowering young people gives a clear message that they are supported and trusted to make decisions. It gives them the chance to act responsibly and to assume an active role in decision-making and leadership in their communities. The consultation response has strengthened that belief.

2.12 Through our investment in the Russell Commission, and with the contribution from the business sector that we announced in the Pre-Budget Report, there will be more opportunities for young people to play an active part in their communities. And in the *Respect Action Plan*<sup>10</sup> we set out an approach to tackling the causes of disrespect and anti-social behaviour which

included positive support for responsible behaviour in schools, sport and leisure activities and in the wider community.

2.13 We are committed to opening up opportunities for all young people to become actively engaged in their communities and influence provision. In our most disadvantaged communities, many young people do not see the point in getting involved – although there are good examples of some young people influencing plans in our neighbourhood renewal programme. As part of the *Together We Can* action plan<sup>11</sup>, we have brought together a range of policies and programmes from across Government which aim to ensure that children and young people are better able to influence services and the quality of life in their communities and beyond. Central to this is an active approach to citizenship education in schools, which involves young people in school governance, in influencing pupil behaviour and in community action.

2.14 *Our Health, Our Care, Our Say: a new direction for community services* highlighted the importance of the views and influence of local people, including young people, in the effective design and delivery of local services.

<sup>10</sup> Respect Action Plan, Respect Task Force, January 2006.

<sup>11</sup> *Together We Can: people and government, working together to make life better* – the Government's action plan for civil renewal, Home Office (2005), obtainable through [www.togetherwecan.info](http://www.togetherwecan.info).

## **Opportunity for All**

2.15 Through Youth Matters we are reforming universal services for young people to give every young person the support and opportunities which they need and want. These opportunities and services must be accessible and responsive to every young person. This was a strong theme from the consultation, with 'hard to reach' young people in particular pointing up these issues.

2.16 Young people with disabilities tell us that they want to be able to take part in the same range of activities and opportunities as any other young person but they encounter additional barriers to access. Those representing lesbian, gay, bisexual and transgender young people argue that this group suffers from homophobic bullying, lack of sensitivity and acknowledgement of their needs by service providers and breakdown in relationships with parents. Young people who are homeless or living in temporary accommodation, or vulnerable young people living in insecure or unsuitable accommodation, are at risk of dropping out of learning and of isolation and abuse. We were also reminded of the difficulties which many young people from Black and minority ethnic groups continue to face because of poverty and poor education and employment outcomes. And there are particular requirements associated with some faith groups such as the need for single sex activities or clubs.

2.17 A theme which came through repeatedly from the consultation was the need for affordable transport to enable young people to get to clubs, leisure venues, guidance and support centres and volunteering opportunities. The lack of reliable, affordable transport can be a particular barrier to young people living in rural areas. In these areas services are more dispersed and there may be

less capacity to cater for specialist needs. We will encourage sharing and learning from the good practice in the provision of transport for young people already evident in some areas.

2.18 We will be making clear the responsibility of all local authorities to look closely at the diversity of their young people and to engage actively with them in providing a range of services that cater for the needs of all – and to support them in exercising choice and influence over the activities and services available to them.

2.19 In some cases this will be backed by legislation. In particular these messages will be incorporated in statutory guidance on positive activities for young people. The forthcoming duty on all public authorities to promote equality of opportunity between disabled people and others arising from the Disability Discrimination Act makes very clear that those providing services must ensure that they are suitable for disabled young people.

2.20 We will ensure that children's trusts take into account views expressed during the consultation by specific groups of young people, including views from the consultation organised by the Young Muslim Helpline and National Council for Voluntary Youth Services, when developing their plans. We will work with expert organisations to explore the needs of specific groups and consider issuing guidance. We know that many areas have developed good practice and found creative solutions so we will identify good practice that could be shared more widely.



## Working Together

2.21 Successful delivery of change for young people is dependent upon those who work with them. The children's trust approach promotes collaboration. We want better partnerships between schools, their communities and other bodies, with an increasing role for children's trusts. Local authorities will increasingly act as commissioners rather than deliverers of services, using provision from a range of sectors; and as champions for young people.

2.22 *Our Health, Our Care, Our Say* reiterated the need for young people's involvement in the design and delivery of services to ensure that they are provided in a way and a place that encourages usage. Making progress in providing health services in educational and youth-centred settings will require close partnership working between the NHS and local authorities. The current Local Strategic Partnerships consultation also underlines the need for young people's involvement.

2.23 We also want a greater emphasis on the engagement and support of parents, both mothers and fathers. Young people's response to the consultation showed clearly that their parents are their first choice for information and advice. But they also recognised that parents needed accurate and up to date information to support them properly. The Childcare Bill will introduce a duty upon local authorities to make available local information for parents of children, aged up to their 20th birthday. We will also pursue this in the context of two recent important announcements about measures to support families: first, *Support for parents: the best start for children* and, second, the *Respect Action Plan* which says that we will improve parenting provision through Children's Centres, Extended Schools, Youth Offending Teams and a National Parenting Academy.

# 3. The Consultation Response

“...don't patronise. We shouldn't be treated as lesser people – we have an opinion.”

3.1 Overall the proposals in Youth Matters were welcomed in the consultation. The vast majority of people and organisations strongly supported its main theme – the emphasis on the involvement and engagement of young people in shaping local services.

3.2 Youth Matters was based around a set of important proposals, responding to four main challenges. The following section summarises the views in relation to those proposals.

## Empowering Young People

- 68% of young people would like to help decide how local councils spend money on providing activities for young people
- 71% of young people said they would do up to four hours of activities in their spare time if they had the opportunity
- 73% of young people thought that having more places for young people to go would stop some teenagers getting into trouble
- 83% of adults/organisations and 85% of young people supported proposals for empowering young people to shape local services
- 83% of young people thought that a card that gave discounts and money to spend on activities would encourage them to do more in their spare time
- 33% of adults/organisations agreed with the proposal to introduce an opportunity card but 46% were unconvinced.



3.3 Responses to the consultation have shown that both young people and professionals welcome the focus on empowerment. Young people in particular were enthusiastic about the chance to have some real influence over what is on offer locally and on services more generally. They were keen to get involved through democratic processes (debating and voting on ideas for provision), consultation, running their own projects and involvement in inspection. Their biggest fear was that adults would appear to engage them, but would not really listen to, or act on, their wishes.

3.4 Young people put forward many suggestions for activities in their area but some simply wanted somewhere to 'hang out' where they would not be perceived as causing trouble. Sport was a popular activity but some pointed out that other activities need to be valued and supported – in the arts for example but also activities that focus on moral and spiritual development.

3.5 The majority of young people supported the proposal for a card and just over half thought that their parents would top up the card for them. Again, just over half thought that those who misbehaved should not receive the discounts or top ups. However, 'hard to reach' young people were generally less convinced that the card proposals would benefit them.

## Young People as Citizens

- 60% of young people would get involved in the community if it was recognised in some way

3.6 The greater involvement of young people in their communities was welcomed. There was strong support for the Russell Commission recommendations although many felt that volunteering on its own would not lead to increased mutual respect between young people and others in the community. Some young people suggested that volunteering may be more attractive if there was a recognised qualification to be gained at the end of it - an award or certificate would help them in their search for employment. However, some simply wanted to know that people appreciated the things that they were doing or that they had actually made a difference. A small number said that no reward was needed and that young people should not expect rewards in return for helping out in their community.

## Supporting Choices

- 90% of adults/organisations supported new national quality standards for information, advice and guidance (IAG)
- Young people told us that they mostly went to parents (60%) and friends (51%) for information, help and advice. Some went to teachers (25%), Connexions (19%) and youth workers (16%)
- 66% of young people thought that IAG was good or very good
- 63% of young people wanted to receive information and advice on education and career choices face to face; 45% liked the idea of receiving it through work experience; 30% via a website; and 25% by visits from young adults already in work
- 26% of adults/organisations agreed with the proposals to devolve responsibility for IAG to children's trusts, schools and colleges; 31% disagreed; 43% were not sure

3.7 There was strong support for quality standards for IAG which must be impartial, challenge stereotypes, raise aspirations and measure the quality of intervention and the outcomes for young people in all areas of their lives. There was strong agreement on the need for collaboration and some concerns about the proposal to allow schools and colleges to opt out of IAG arrangements at local authority level.

## Targeted Support

- 70% of adults/organisations supported bringing together within children's trusts responsibility for commissioning different services which provide support to young people with additional needs
- 62% of young people would like one professional person to go to for advice and information

3.8 Adults and young people alike welcomed the proposals for targeted support, which they felt would lead to better planning and joined-up provision. Young people liked the idea of a lead professional. Where concerns were raised, these were mainly about how the proposals would be delivered in practice. For instance, responses questioned how well agencies with different objectives and cultures would work together and argued that there must be investment in training to support multi-agency working and the development of a shared culture.

## 4. Empowering Young People: Things to do and Places to go

“People should listen to us more. They never do, they always do what they want anyway....If this is going to work, then councils really are going to have to listen to what people want.”

### What Youth Matters Said

4.1 Youth Matters set out a number of important proposals:

- define a new set of national standards for positive activities and support local authorities in developing a local offer; and legislate to clarify local authorities' duty
- pilot an Opportunity Card to encourage young people to engage in activities through discounts and top ups
- introduce an Opportunity Fund in each local authority area, to be spent at young people's discretion
- introduce a capital fund to promote new approaches to engaging young people in decisions about facilities for them

### What We Will Do

4.2 We are determined to give young people a wider offer of opportunities which respond directly to their needs and wishes. Across Government we will ensure that we support young people to engage in positive activities. We will work with a range of national bodies such as the Arts Council and Sport England to ensure that programmes are aligned with Youth Matters aims and locally with Children and Young People's Plans. We plan to build the capacity of every part of London to deliver summer activities and to engage schools, youth services and higher education. By 2008 we aim to have a London-wide prospectus of summer opportunities and every London teenager should have the chance to undertake a summer programme each year.



### Statutory Duty and National Standards

4.3 We intend to legislate to give county and unitary authorities clearer strategic leadership and commissioning responsibilities for ensuring that young people have access to a wide range of positive activities. This will need to be achieved through the children's trust arrangements, with effective joint working between partners, including district councils, the voluntary sector and private providers. The new duty will not introduce any unfunded burdens for local authorities.

4.4 Youth Matters envisaged a strong local menu of things to do and places to go, set in the context of national standards for wider activities for young people. We want the national standards to provide a guiding framework, setting out the categories of opportunity that we believe should be available to all young people. Opportunities will be delivered through accessible provision that is tailored to demand, delivered by a wide range of providers in the private, public and voluntary sectors.

4.5 We will set out in statutory guidance how the national standards relate to the new statutory duty and to planning. While statutory guidance will not be issued until late 2006, we will aim to produce briefing by early Summer 2006 to help local authorities and their children's trust partners in their planning.

## The Youth Opportunity Fund and Youth Capital Fund

4.6 Youth Matters proposed two funds to give young people purchasing power. This proposal is at the forefront of giving young people more choice and influence over provision. The *Youth Opportunity Fund* is a revenue fund and will put funds directly into the hands of young people to make collective decisions about spending priorities for activities in their local area. The *Youth Capital Fund* is intended to improve and develop facilities for young people, with young people steering the use of the resources. They will work together at a local level so that young people can develop projects using both streams of funding.

4.7 Since Youth Matters was published we have announced additional funding for these two funds which brings the total to £115 million over two years.

4.8 At the same time as this document we are publishing guidance for local authorities on the funds. There will be an average of £500,000 for each local authority over two years but we are announcing individual allocations in the separate guidance, which sets out how we want the fund to be used and stresses that we expect a strong focus on disadvantage. It includes examples of effective practice already emerging in this area. It also makes clear that the funds are not a replacement for core funding of youth work or investment in facilities.

## Youth Opportunity Card

4.9 The Youth Opportunity Card supports individual decision-making and purchasing power. The consultation demonstrated that there are mixed views about the Card, but that many young people are enthusiastic about it. Many local areas were keen to test the idea further, because we received over 70 expressions of interest from organisations wanting to get involved in the pilots. We have therefore decided to pilot the Card in 10 areas over the next two years.

4.10 Our main aim in testing the Youth Opportunity Card is to find out whether giving young people spending power to engage in positive activities increases take-up, especially from disadvantaged groups, and makes providers of services and activities more responsive to young people's needs and wishes. We will reflect the concerns expressed in the consultation in our development of the pilots and evaluate them thoroughly before deciding how to proceed further. We will make sure that we implement this in the context of the wider package of financial support developed for young people as part of 14-19 reform, including Education Maintenance Allowances.

4.11 From the consultation it was clear that some respondents wondered whether the amount being proposed (around £12 a month for eligible young people) was sufficient. We have therefore decided to test two different amounts, one at £12 and another at £25 in selected areas, to identify the most effective level.



4.12 There is clear support for taking away money from those young people who persistently misbehave and who have no intention of changing their behaviour or accepting support to try to change. At the same time we recognise that many misbehaving young people could be helped by participating in positive activities and, to take money away at such a stage, could marginalise and demotivate them further. Working with young people and frontline professionals, we are developing an approach which will achieve the right balance, whilst being consistent with our commitments in the Respect Action Plan to tackle anti-social behaviour.

# 5. Young People as Citizens: Making a Contribution

“You get more respect being a volunteer.”

“Four people would have left my college if there had not been a peer mentor. They would not have talked to their tutor about the problems.”

## What Youth Matters Said

5.1 In Youth Matters we set out our proposals to meet the challenge of encouraging more young people to volunteer and become involved in their communities. The new Russell Commission Implementation Body will be at the heart of achieving our vision and, with the further investment from the private sector announced in the Pre-Budget Report, we have a firm foundation for expanding opportunities. There was strong support for young people leading action in their communities.

## What We Will Do

5.2 Since the publication of Youth Matters the Government has reinforced its commitment to active citizenship and community engagement by young people. Early in 2006 there were two important developments. First, the Government’s *Respect Action Plan* included measures to support the engagement of young people in activities and in their communities. Second, the Government set up a ministerial committee, chaired by the Chancellor, to support the introduction of the national programme of volunteering opportunities for young people being taken forward by the Russell Commission Implementation Body.



## The Russell Commission Implementation Body

5.3 We said in Youth Matters that we welcomed the Russell Commission recommendations, including the creation of an independent implementation body, to which we would look in helping us to achieve our vision. We have made significant progress in establishing that body.

5.4 In the Pre-Budget Report the Chancellor announced a new chair – Rod Aldridge of Capita – to succeed Ian Russell. Importantly, he also said that £3.5 million had been pledged by seven Founding Partners (T-Mobile, ITV, KPMG, MTV, Tesco, Sky, Hunter Foundation) as a first step towards the fundraising target of raising £50 million.

5.5 The new Implementation Body is making good progress on establishing its business plan and supporting projects and programmes:

- £600,000 has already been awarded under a small grants programme to 45 organisations for projects to develop volunteer-involving strategies and best practice examples
- Seven organisations are being funded to support capacity-building, including designing and developing taster and full-time opportunities; media and communications; outreach and engaging hard-to-reach groups; building local partnerships and consortium-based bids; raising private sector finance
- Organisations will be invited to bid to deliver a range of volunteering opportunities from Spring 2006 as the first stage in commissioning provision

5.6 As part of their work programme, the Implementation Body will scope ways in which young people can contribute as volunteers in public services.

## Peer Mentoring

5.7 Recognising the benefits of mentoring, the Chancellor announced in the Pre-Budget Report and the accompanying document *Support for parents: the best start for children* that the Government would establish peer mentoring schemes for young people in 180 secondary schools. This will run alongside mentoring schemes for 600 looked after children aged between 10 and 15 that were announced at the same time. We believe peer mentoring can be particularly effective in supporting children at the critical transition from primary to secondary education.

## Rewards and recognition for volunteering

5.8 The responses to the consultation confirm that more action is needed to present a more positive view of young people and to recognise the contributions that so many are making to their communities. The Russell Commission Implementation Body will therefore look at the ways in which young people's volunteering efforts are recognised.

5.9 In addition we will explore with the Russell Commission Implementation Body, the Learning and Skills Council and Qualifications and Curriculum Authority how to ensure recognition of a wider range of achievement, including volunteering, through the Framework for Achievement. This will enter a period of tests and trials from Autumn 2005 to 2008 with a major evaluation of the trials in 2007 and 2008 before final decisions are taken on full implementation.

## The role of children's trusts

5.10 We will encourage children's trusts, through guidance and workshops, to work closely with the Russell Commission Implementation Body in ensuring that volunteering opportunities are available in each area.

## 6. Supporting Choices: Information, Advice and Guidance

“You need a set group of adults in your area that are there for the young kids to talk to. Someone if they need help or advice and they can’t talk to anyone else about it.”

### What Youth Matters Said

6.1 Youth Matters set out our proposals for improving information, advice and guidance (IAG) for young people and their parents. The proposals included:

- Clear minimum expectations for the IAG young people and their parents should receive
- A new set of quality standards for IAG
- New arrangements for delivering IAG, with funding and responsibility devolved to local authorities, working through children’s trusts, schools and colleges
- Easy access to an innovative service using information and communications technology (ICT)

### What We Will Do

6.2 Our programme of curriculum and qualifications reform for 14-19 year olds will require there to be very effective information, advice and guidance for young people to help them to make good choices, including of the new qualifications, where appropriate. Reform of advice and guidance, including integrating it further with other services for young people, is crucial to our aims of improving post-16 participation, driving up achievement by age 19 and cutting the proportion of young people who are not in education, employment or training. The implementation of our proposals for information, advice and guidance will deliver the objectives set out in the *14-19 Education and Skills White Paper*.

6.3 2008 is a key year for our programme of curriculum and qualifications reform, as the first of the new specialised Diplomas are introduced. This means that it will be important that in 2007 guidance professionals are well placed to advise young people on choices which will help them to be successful in life. We will therefore ensure that, during the period of



change, guidance professionals receive the support and development they need to advise young people on the new choices becoming available to them.

#### **Wider Access within an Integrated Service**

6.4 We will work towards an integrated service that preserves and develops young people's access to a rich variety of sources and channels for IAG. We welcome the recommendations of the Women and Work Commission<sup>12</sup> to improve IAG. We will ensure they are reflected in national quality standards and that all IAG and associated marketing campaigns take into account the diversity of learners and challenge stereotypical patterns of training and employment.

#### *In learning*

6.5 Most teenagers are in learning so we think it is essential that their school, college or work based learning provider regards the IAG young people receive as an integral part of their learning experience. We will look at the respective roles and responsibilities of all staff in these settings who may be providing IAG.

#### *In the community*

6.6 Young people who are not in learning need to access IAG outside schools and colleges. Even young people in learning may still have issues that they would prefer to discuss with someone unconnected to the school or college. We want the services commissioned by local authorities to build on the existing network of one-stop shops and drop-in facilities provided by Connexions, youth services and the voluntary and community sectors.

<sup>13</sup> *Shaping a Fairer Future, Women and Work Commission, 2006.*  
[www.womenandequalityunit.gov.uk](http://www.womenandequalityunit.gov.uk)

### *On the internet*

6.7 We are developing proposals for a simple and innovative ICT and helpline service for young people. At present there are a number of individually successful sites and helplines and we are considering how to bring them together to improve the experience for young people. Our aim is for a new service which would comprise a formal government offering for young people as part of the Directgov website ([www.direct.gov.uk](http://www.direct.gov.uk)) and a more informal site and helpline, with a wide variety of interactive content and online possibilities.

### **Quality Standards**

6.8 Our proposals to develop quality standards for IAG were strongly welcomed in the consultation. The development of a set of standards with the necessary depth, breadth and rigour to guarantee high quality IAG for all young people, irrespective of how or by whom it is delivered, will be the key to securing impartiality of advice.

6.9 The quality standards will cover the full range of issues on which young people might seek IAG, not just careers and learning. They will cover services for 11-19 year olds, and young people with learning difficulties and disabilities up to their 25th birthday. We will be consulting widely during their development.

6.10 We will produce draft standards by November 2006, which will then be put out for consultation and the final version published in April 2007.

6.11 We made it clear in the specification for the project that the quality standards would be standards against which Ofsted could inspect. Ofsted will be a key partner in their development. The standards will need to be practical, workable and adaptable for self

assessment and customer surveys.

6.12 In addition to the quality standards, measuring young people's progress to age 19 will be an important element in ensuring the impartiality of IAG. The *14-19 Implementation Plan* set out details on measures of progression post-16 which will be published in the School Profile from September 2007.

### **Devolving responsibility for information, advice and guidance**

6.13 Youth Matters said that we would devolve responsibility for commissioning IAG, and the funding that goes with it, from Connexions to local authorities working through children's trusts, schools and colleges. We want local authorities to lead a genuinely collaborative approach to new arrangements for delivering IAG that clearly meets the needs of young people in their areas.

6.14 We expect these arrangements to be planned and implemented in a way that supports the delivery of the 14-19 entitlement. Schools, colleges and training providers will increasingly be working together with local authorities and other local agencies to deliver an entitlement that goes beyond anything an individual school (or even most colleges) could deliver acting alone. We expect the same collaborative approach to be adopted for commissioning the IAG that will support good choices by young people throughout 14-19 learning.

6.15 Youth Matters also said that, where schools and colleges believed existing provision was poor, they would have the right to commission services directly. We think schools and colleges need to have real influence on the IAG that is commissioned to support their students' choices. We expect

most will exercise this influence in partnership and agree local arrangements. Collaborating with other institutions, local authorities, Connexions services and the voluntary sector will be the easiest and most reliable way for schools and colleges to meet the new quality standards and guarantee that their students receive impartial IAG. In many cases, local partners are likely to agree arrangements that build on existing models for collaboration, like Education Improvement Partnerships and 14-19 Partnerships.

6.16 But some people who responded to the consultation said that this proposal risked creating a fragmented service where it would be harder to guarantee impartial IAG. We do not think it is a significant risk because we will have rigorous quality standards and measures of post 16 progression in place; and because we expect collaboration to be the norm. But we understand the concern and think it is important to provide assurance about the quality and impartiality of the IAG that is commissioned.

6.17 Where a school or college does believe provision is poor and wants to exercise its right to commission services directly, it will be able to draw on a range of evidence in making this judgment – this could include inspection reports, survey results and the skills and competence of staff providing IAG. Where provision commissioned by schools and colleges is not meeting quality standards, devolved funding could be withdrawn by children's trusts.

6.18 We will also ask Government Offices to review the arrangements being made in each Local Authority area; and we will ask Ofsted to conduct a survey of IAG under the new arrangements as a way of looking at the health of the system as a whole.

## Supporting Parents

6.19 Young people's response to the consultation showed clearly that their parents are their first choice for information and advice. But their parents needed the right information to support them in this role.

6.20 Supporting parents (both mothers and fathers) to help their children make career and life choices will contribute to commitments made in both the *Schools White Paper* and *Support for Parents: the best start for children*. In addition the *Respect Action Plan* set out proposals to expand and improve services for parents. Importantly, the Childcare Bill will introduce a duty upon local authorities to make available local information for parents of children, aged up to their 20th birthday, on services, facilities and publications provided by statutory and voluntary sector services in their area.

## Promoting physical and emotional health

6.21 Youth Matters recognised the inseparable link between good physical and mental health and young people's ability to learn and achieve but many respondents to the consultation expressed concern about young people's emotional health and resilience. We will provide a stronger focus on young people's physical and emotional health through the Healthy Schools Programme, extended schools, implementation of the Child Health Promotion programme, initiatives in primary care to improve the way young people are treated, the development of an adolescent health specialism and, in some areas, dedicated young people's health and support services.



# 7. All Young People Achieving: Reforming Targeted Support

“I need to feel someone’s listening to me that makes me feel that they’re trying to help me.”

## What Youth Matters Said

7.1 Youth Matters said that we wish to reform and simplify targeted support, to ensure that more young people get support built around their personal needs and circumstances. In particular, when young people have several overlapping needs, we said that the support they get should be co-ordinated by a lead professional. To help authorities to plan and commission a reformed and simplified system, we said that we would merge a range of existing Government programmes which focus on specific issues.

## What We Will Do

7.2 We are already testing out how integrated targeted support might be delivered within the broader reform of services for young people at local level.

7.3 Pathfinders are now underway in 14 local authority areas. These areas are re-designing their targeted support services for teenagers and, in addition, some are taking on a specifically wider remit, looking at how they can better support and intervene early with ‘at

risk’ young children (under 13 years old) and their families. The pathfinders will lead to a change management toolkit and case studies which other local areas can use when approaching service and role redesign.

7.4 Over the course of the next two years, we will increase the testing of new approaches through work in selected areas as announced in the *Respect Action Plan*. We will ensure that our wider strategy for making high-quality support available to parents as a whole has a focus on reaching the parents of young people.

7.5 Throughout this period, we will release a range of support materials, developed in partnership with children’s trusts. These will reflect both the good practice that has been developed already and emerging lessons from the various trials of different approaches. We will make sure that the key issues are covered including access to multi-agency services through extended schools and the implications for the workforce. We will also take forward the action points in the Social Exclusion Unit report *Transitions - Young Adults with Complex Needs*<sup>13</sup>,

<sup>13</sup> *Transitions – Young Adults with Complex Needs*, ODPM 2005



which addresses the problems faced by young adults making the transition to adulthood raised in consultation responses.

7.6 As we embark on our reforms to targeted support, we have also decided to carry out a short, intensive review of the issues facing children's trusts as they seek to deliver these proposals by 2008. This will not revisit the policy commitments made here but respond to the message from the consultation that, while respondents welcomed the strategy, delivering it raises a lot of practical challenges that Government can help children's trusts to overcome. The review is now underway with partners from a representative mix of departments, sectors and agencies looking at how we can progressively remove the remaining barriers to effective, sustained collaboration and deliver a better service for young people at risk. It will conclude in April and its findings will influence the ongoing delivery of targeted support services in every local area.

7.7 Once the projects described above have reported, we will issue more detailed guidance on the development of local integrated targeted support, covering:

- the use of multi-agency teams and the relationship between local integrated

targeted support and other sources of support, including youth offending teams, school partnerships, health services and leaving care services (including building on the mentoring pilots for looked after young people)

- work with parents (both mothers and fathers) and families
- workforce development and training

7.8 Through our 14-19 reform programme, we are seeking to reduce the proportion of young people not in education, employment or training, including by improving engagement in key stage 4. We are also seeking to improve transition from pre- to post-16 education and training, including through targeted work in 13 'hotspot' areas, which face particular challenges.

7.9 The Green Paper on reducing re-offending<sup>14</sup> focuses on offenders of working age but we are strongly committed to considering the issues affecting school-age offenders and their education as a key priority. We will develop a strategy for addressing the issues and publish proposals in the second half of 2006.

<sup>14</sup> *Reducing Re-Offending Through Skills and Employment*, DfES, December 2005

## 8. Making it Happen



### “All that is outside my house is road.”

8.1 Youth Matters set out the system changes needed to deliver our proposals. We confirm that implementation will be phased but completed by April 2008. In this Chapter we address how the delivery of those reforms might work in practice, including the implications for the workforce, funding and performance management.

#### **Delivering Better Services Locally**

8.2 We are moving to a system where the accountabilities for delivering outcomes for young people are clearly placed at local level in keeping with Every Child Matters. There should be an identifiable focus on young people within the children’s trust, which plans and ensures that young people’s interests are represented appropriately. The children’s trust must provide the local strategic vision and leadership for all policies, services and activities relating to young people, reflecting the key principles of Every Child Matters.

8.3 Local partners will work through children’s trust arrangements and in the context of the Children and Young People’s Plan. They will come together to plan and commission (and, where appropriate, to decommission) provision for young people. This will require the involvement of a range of organisations including the voluntary, community and private sectors, alongside district councils and Primary Care Trusts – as well as young people and their families. We expect children’s trusts to undertake a thorough needs analysis, looking at all young people in the area, including marginalised communities and neighbourhoods, and groups who are vulnerable because of their specific circumstances (such as those who are homeless). They will then map existing provision against needs, identifying and addressing duplication and gaps and building on the work of neighbourhood and Local Strategic partnerships.



8.4 In commissioning provision, we expect the children's trust to consider what organisations are best placed to provide effective services that young people want. This is likely to mean exploring new partnerships, including through Local Area Agreements, and drawing on new providers – from the voluntary and community (VCS) and private sectors. The VCS in particular has expertise in engaging young people that the public sector may fail to reach. We know that many local authorities are committed to working with the VCS but we want to understand better the nature and extent of that engagement. We will do that as part of wider work across Government to establish how best to ensure that local authorities monitor spend with the VCS across public service delivery.

### **Children's Trusts in Action For Young People**

8.5 We offer a **framework** for children's trusts to guide their delivery of a coherent set of services for young people within these broad principles. The framework is built around the following functions, which are set out in more detail in Annex A.

8.6 We expect a children's trust to:

- Assess the needs of local young people across all communities
- Map existing services from the VCS, private and public sectors against young people's needs
- Plan, through the Children & Young People's Plan, an integrated, responsive, accessible and effective range of services and provision, underpinned by a local workforce strategy
- Redesign services and commission provision meeting customer demand and other identified needs, drawing on a range of providers, including the VCS and private sectors, as well as the public sector, including through Local Area Agreements

8.7 In meeting the above it ensures that:

- Statutory remits are fulfilled – relating to the new Duty but also those duties and powers placed on the Secretary of State and currently discharged by Connexions through an arrangement under s114 of the Learning and Skills Act. These include the careers services duty under Section 8 of the Education & Training Act of 1973 as amended by the Trades Union Reform & Employment Rights Act, s140 assessments and transition to employment (jointly with the Learning and Skills Council)
- PSA Targets for teenagers are met and it supports achievement of the progression measure for schools

8.8 The children's trust works both with partners with whom the LA has a statutory obligation to co-operate and with other partners. Critically, it involves young people in the decision-making on the design, commissioning, delivery and evaluation of services.

8.9 The children's trust focuses on the four challenges by:

- Ensuring that a range of things to do and places to go are available and accessible to all young people, with someone to talk to, through a local offer based on national standards
- Promoting and supporting voluntary action by young people in their communities
- Ensuring the delivery of high quality Information, Advice and Guidance (IAG)
- Managing the establishment, delivery and effectiveness of integrated targeted support for young people at risk within the overall framework

8.10 The trust tracks progress of young people; and agrees and monitors action plans for improvement where indicated, making progress against the Not in Education, Employment or Training (NEET) indicators included in the Annual Performance Assessment (APA) and Joint Area Review (JAR) as well as Local Area Agreement (LAA) and Connexions performance management processes where appropriate.

8.11 Increasingly we are expecting local areas to manage together targets to raise achievement and to reduce non-participation, including by effective integration of the work of local authorities, local learning and skills councils and Connexions. The changes we are proposing can support continued integration and we expect each local area to manage the transition to new arrangements to maintain a focus on these key targets.

### **Connexions Transition**

8.12 The transition of Connexions to the new system will be an important factor in achieving change. The progress made by the eleven areas acting as case studies<sup>15</sup> for Connexions moving to children's trusts offers learning to inform the different local decisions that are being taken. It also provides powerful examples of the contribution of high-performing Connexions Partnerships to strategic development of children's trusts and delivery of outcomes and transformed services for young people.

8.13 In many areas it is the Connexions Partnership that has expertise in delivering high quality information, advice and guidance; involving young people; providing integrated targeted support; tackling NEETs; and tracking and providing vital planning information on

<sup>15</sup> Connexions into children's trusts pilots, ECOTEC. Will be available 1 late March 2006 on [www.everychildmatters.gov.uk/](http://www.everychildmatters.gov.uk/)

young people. The Government wants to ensure that the Client Caseload Information System (CCIS) is managed and developed by the agencies commissioned by children's trusts, working with local learning and skills councils. These systems may be more effectively delivered in some areas by arrangements that cover a number of local authority areas.

8.14 We want to encourage progress towards Connexions pooling budgets into children's trusts, with money being paid direct to local authorities where possible. But it is important that the transition is as smooth as possible. We believe that a planned approach should be adopted and we will look for assurance that progress on priorities such as the NEETs PSA will be maintained when budget and accountability systems change.

8.15 During the transition period of 2006 to 2008 resources for Connexions services will migrate to local authorities via LAAs. Connexions funds can be included in LAAs subject to Connexions partnership joint agreement and the involvement of Connexions Business Managers in the negotiation process, so that delivery is properly reflected in LAAs. Under the LAA route, local authorities are expected to meet core requirements – including NEET delivery and operation of CCIS.

8.16 From 2008 onwards we will put the resources for Connexions into a single grant to local authorities. We will make decisions on the allocations in the light of new local government funding mechanisms, locally agreed delivery arrangements and review of methods used to allocate Connexions grant within LAAs.

## The Connexions Brand

8.17 We know that Connexions is widely recognised by young people and is associated with knowledgeable and friendly staff providing services that fit closely with our proposals for IAG. Young people have very high levels of satisfaction with Connexions. This is a valuable asset which we do not want to lose.

8.18 We think this provides a strong basis for retaining the Connexions brand as the public face of the children's trust in action for all young people. We agree with those respondents to the consultation who said it should be made local so that it is recognised and accepted by local people. One option is to encourage local authorities to use the Connexions brand for the 'first line' of services – one-stop shops and IAG staff who provide access to more specialist support and provision in line with need.

8.19 We are also reviewing the possibility of retaining the Connexions brand in our development of an innovative ICT service for those young people seeking information and advice independently. As we develop the new quality standards for IAG we will examine whether they can form a basis for defining the brand.

## Developing the Workforce

8.20 Respondents to Youth Matters welcomed the proposals for new ways of integrated working although there were concerns about the lack of focus on the skills needed to work with young people rather than children and about a risk of dilution of professional competences. There were also calls for more investment in training and development and in the leadership skills which would be vital in supporting staff in adapting to the new culture. And we recognise that, as well as 'things to do and places to go', young people need 'someone to listen to'.

8.21 Integrated working lies at the heart of our reforms across the Every Child Matters agenda, in early years and child care, in social care, in the development of extended schools, and in Youth Matters. Our ability to improve outcomes and reduce inequalities for children, young people and families depends on the hard work, the commitment, the skill and competence of the people who work with them.

8.22 That is why we set out, in the Children's Workforce Strategy (CWS), a clear programme of action to support the development of local workforce strategies, to help children's trusts and other providers bring services together around the needs of children, young people and families. The CWS will underpin delivery of Youth Matters, through support to providers to embed integrated working, to strengthen safeguarding and to enhance leadership management and supervision.

8.23 A leading role in the workforce reform agenda to deliver Youth Matters will be taken by the Children's Workforce Development Council (CDWC), Lifelong Learning UK and Skills Active – and by those agencies working with other key organisations on the children's workforce network. They will lead on the implementation of key strategies such as an integrated qualifications framework for all those who work with children, young people and families. This will support the development of career pathways by opening up opportunities for people to move up, across and between services. It will reflect the core and specialist skills, knowledge and competences people need in different roles to deliver integrated solutions together.

8.24 It will be up to local authorities and children's trusts to decide on the range of skills which are appropriate but existing skills will be vital. Youth work skills will be central to engaging with young people, to the personal, emotional and social development of young people, and to ensure that young people's voices are heard in shaping both the demand and supply sides of provision. Over recent years the Transforming Youth Work agenda has strengthened the contribution which youth work can make. The skills of the Connexions workforce will be essential in providing expertise in a range of areas including delivering IAG and targeted support.

8.25 The consultation has confirmed that we need to support workforce development in the following ways.

- **Leadership and management.** There is already significant work underway to support leadership and management. We will ensure that this work fully meets the needs of the reformed system for young people based on integrated delivery and that the pilots of 'championing children' similarly address those needs.
- **Multi-agency working.** There are excellent examples of multi agency working in the context of integrated services across the young people's workforce, for example in Connexions, youth services and Youth Offending Teams. We will ask the CWDC to ensure that the range of products and toolkits produced to support integrated working fully includes examples of good and emerging practice relating to young people.
- **Lead Professional.** We will ensure that pathfinding work on the lead professional role for young people, and early work on the fundholding lead professional concept, address the needs of the reformed system. We will ask CWDC, Lifelong Learning UK and other CWN members to review any additional skills, knowledge and competencies required by practitioners (and their managers) who are carrying out the lead professional role and to work with other CWN members to put in place flexible learning packages to support these changes.

8.26 Each local authority is producing its own local workforce strategy. We have asked CWDC, working with others, to develop its web-based guidance to support the new framework and ensure that the needs of the VCS and faith sectors, and issues such as the important contribution of volunteers, are addressed.



8.27 Diagram A illustrates how existing professionals might fit within the new framework for integrated services. We are particularly interested in how we ensure there is a clear development route for practitioners to acquire the skills to become lead professionals and to progress through professional routes within and across the children's trust workforce.

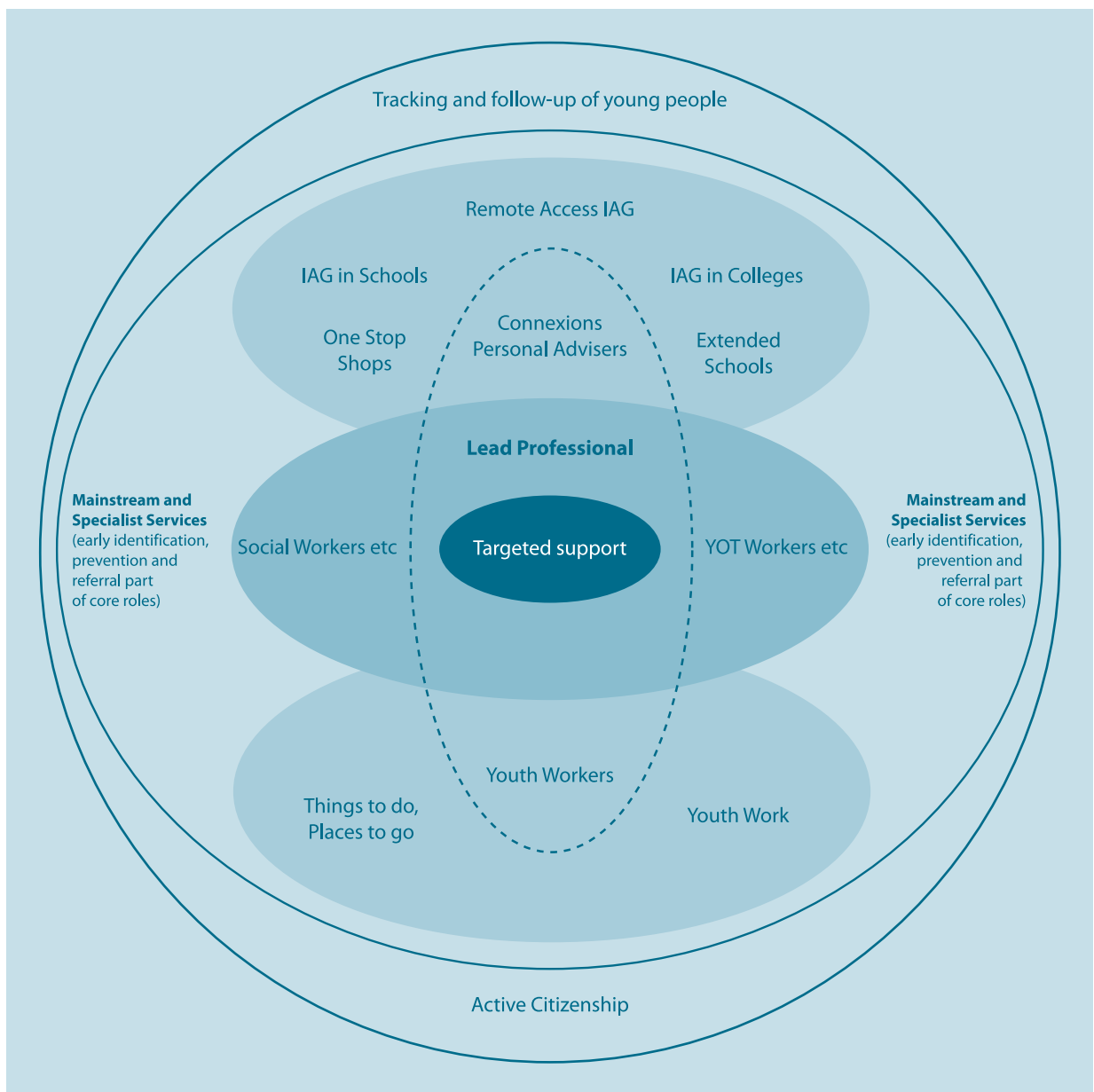


Diagram A – Integrated Youth Support and Opportunities

## **Supporting Change**

8.28 Progress against the proposals outlined in Youth Matters will be supported, monitored and inspected through the established framework of the improvement cycle for children's services. We are reviewing how we can strengthen the measurement of progress towards Youth Matters priorities.

8.29 We will provide support and guidance in addressing Youth Matters. In addition to the guidance on the Youth Opportunity Fund and Youth Capital Funds issued alongside this document, we will issue statutory guidance on the new duty to secure access to positive activities (pending the approval of Parliament); guidance on the Youth Opportunity Card pilots; on standards for IAG; and on integrated targeted support including the workforce implications.

8.30 Local authorities and their partners within the children's trust will also be able to seek advice from Government Office based Children's Services Advisers and other staff.

# ANNEX A:

## Framework for Young People's Services

### Core Functions

We expect a children's trust to:

- Assess the needs of local young people across all communities
- Map existing services from the voluntary, private and public sectors against young people's needs
- Plan, through the Children & Young People's Plan, an integrated, responsive, accessible and effective range of services and provision, underpinned by a local workforce strategy
- Redesign services and commission provision meeting customer demand and other identified needs, drawing on a range of providers including the voluntary and community and private sectors as well as the public sector. This is informed by evidence from a range of sources including:
  - Local and National Priorities
  - Mapping
  - Needs Assessment
  - Evidence-based Practice
  - Views of young people and the community, including from satisfaction and feedback surveys
  - Findings from Inspection/Common Performance Assessment/APA and JARs
  - Use of the Youth Opportunity Card (if applicable)



### Meeting the Four Challenges

Within those core functions, we expect a children's trust to:

- Ensure that statutory obligations on **positive activities** are met through:
  - the local offer for positive activities for young people
  - the Youth Opportunity Fund
  - Capital Funding
  - Youth Opportunity Card (if appropriate)
- Promote and support **voluntary action** by young people in their communities through:
  - Working closely with the Russell Commission Implementation Body
  - Making the links to the active involvement of young people in Youth Opportunity and Capital Funds
  - Building on initiatives in schools (including extended and healthy schools) and colleges to develop more active approaches to citizenship
- Carry out a number of functions in relation to **Information, Advice and Guidance**:
  - Ensure that throughout their teenage years young people receive IAG which is not restricted to careers but on all issues affecting them
  - Consult with schools, colleges, local employers and young people on their views on existing IAG provision
  - Agree arrangements for the commissioning of IAG with schools and colleges
  - Based on these agreed arrangements, commission IAG on behalf of all local schools and colleges
  - Where schools/colleges commission provision directly, agree the level of funding to be given to each school/college
  - Ensure young people not in school/college have access to high quality information, advice and guidance
  - Oversee quality standards for IAG (especially where schools and colleges commission information, advice and guidance)

- Manage the establishment, delivery and effectiveness of **integrated targeted support** within the overall framework for young people's services so that young people at risk
  - are identified as early as possible
  - go through a clear and simple assessment process without the need to re-tell their story to lots of people
  - get prompt support from a lead professional, working within a multi-disciplinary team, who can act as a single point of contact over time between them and the services they need - and also challenge them to meet their responsibilities when necessary
  - can access high quality services in settings where they feel comfortable and do not feel labelled
  - and so that mainstream agencies, including schools, have a single route of referral when they have concerns about particular young people

## **Progress and Improvement**

Performance measurement and improvement will be achieved where the children's trust:

- Ensures that PSA Targets for teenagers are met (including targets for NEETs, substance misuse, teenage pregnancy and for attainment of level 2 qualifications at age 19) and works towards prevention of offending and re-offending
- Supports achievement of the progression measure for schools: that schools publish information on the progression of their Year 11 students by the age of 19 in the School Profile from 2007, and an area-based system of progression targets is in place from 2008
- Tracks progress of young people, using the information both to ensure appropriate services are being accessed by individuals in a timely way and to inform the planning and commissioning of services, learning and personal development opportunities across the children's trust
- Agrees and monitors action plans for improvement where indicated. Makes progress against the NEET indicators included in the APA and JAR as well as LAA and Connexions performance management processes where appropriate

## **Cross-Cutting and Other Functions**

In addition we expect the children's trust, in addressing cross-cutting and other responsibilities, to:

- Ensure that statutory remits are fulfilled – relating to the new Duty but also those duties and powers placed on the Secretary of State and currently discharged by Connexions through an arrangement under s114 of the Learning and Skills Act. These include the careers services duty under Section 8 of the Education & Training Act of 1973 as amended by the Trades Union Reform & Employment Rights Act, s140 assessments and transition to employment (jointly with the Learning and Skills Council)
- Work with Partners with whom the LA has a statutory obligation to co-operate and more widely, including through Local Area Agreements. It will be particularly important to ensure that:
  - schools have regard to the youth aspects of the Children & Young People's Plan (as the Education and Inspections Bill has introduced)
  - that there are strong links to Youth Offending Teams, local Learning and Skills Councils, the Russell Commission Implementation Body and the Big Lottery Fund
- Involve young people in the decision-making on the design, commissioning, delivery and evaluation of services
- Ensure that safeguarding policies and procedures are in place for young people
- Develop a workforce strategy with an emphasis on integrated working

# ANNEX B:

## Implementation Plan

### Overall Aim

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New offer for all young people in place by April 2008

#### Proposals

#### Plans

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The revised duty in the Education and Inspections Bill

- Briefing will be issued in early Summer 2006 to enable authorities to interpret the legislation and address the National Standards
- Statutory Guidance will be available by late 2006
- We expect the legislation to receive Royal Assent in November 2006
- The new duty should commence from January 2007

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Youth Opportunity and Youth Capital Funds

- Guidance issued in March 2006
- £115 million available to Local Authorities across England from April 2006 to end March 2008
- Evaluation of the impact of these funds over the two years

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Youth Opportunity Card pilots

- Announce the pilot locations in March 2006
- Pilots will start in Autumn 2006 and run through to 2008
- Evaluation of the pilots over the two years



## Proposals

### Volunteering

## Plans

- Launch of Russell Commission Implementation Body in April 2006
- Peer mentoring and looked after children pilots from Spring 2006
- Framework for Achievement tests and trials until 2008, evaluation in 2007 and 2008, including place of volunteering

### Information, Advice and Guidance (IAG)

- Draft IAG standards produced by November 2006 for consultation
- Guidance on funding arrangements expected in late 2006
- Final version of IAG Standards published in April 2007
- Government Offices to review IAG arrangements in each local authority area; and Ofsted to be asked to conduct a survey of IAG under the new arrangements

### Targeted support

- Targeted Youth Support Pathfinders over next two years
- Case studies and toolkit published from Autumn 2006
- Further guidance on integrated targeted support issued following reports on pathfinders
- We will publish proposals on school-age offenders and education in the second half of 2006



## Proposals

## Plans

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### Making it Happen

- System reforms completed by April 2008
- CWDC remit letter for 2006-07 includes action to support development of youth workforce, working with Children's Workforce Network
- Guidance on the joint planning and commissioning framework for children, young people and maternity services to be issued by Spring 2006

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### Equal Access and Opportunity

- Make available resources to address the needs of young people at particular risk of exclusion, including disabled young people, lesbian, gay and bisexual young people, Black and minority ethnic groups and those in rural areas
- Issue good practice material on improving transport for young people
- Disability Discrimination Act: a new Duty on all Public Authorities comes into force December 2006
- ODPM to re-issue the Homelessness Code of Guidance to local authorities on their duties under the homelessness legislation, including addressing the needs of families with young people

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### Improving physical and emotional health

- Pilot the LifeCheck in four Adolescent Health Demonstration Sites from 2006
- Strengthen the emotional health component of Healthy Schools and support for the delivery of PSAs on obesity, teenage pregnancy and substance misuse
- Support parents and professionals in understanding and promoting emotional health and resilience
- Roll out of 'You're Welcome' standards and kitemarking in primary care
- By end of 2006, access to comprehensive child and adolescent mental health services (CAMHS) across the country

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PPOAK/D35/0306

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