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Room at the Top:

Improving outcomes for disadvantaged young people: the role of IAG

Gareth Griffiths

14-19 Provision and Attainment Director

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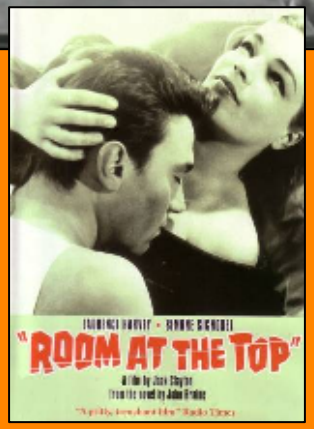

‘You’re the sort of young man we want.

There’s always room at the top.’

Britain’s got talent – lots of it. It is not ability that is unevenly distributed in our society. It is opportunity.

Alan Milburn

The road map i

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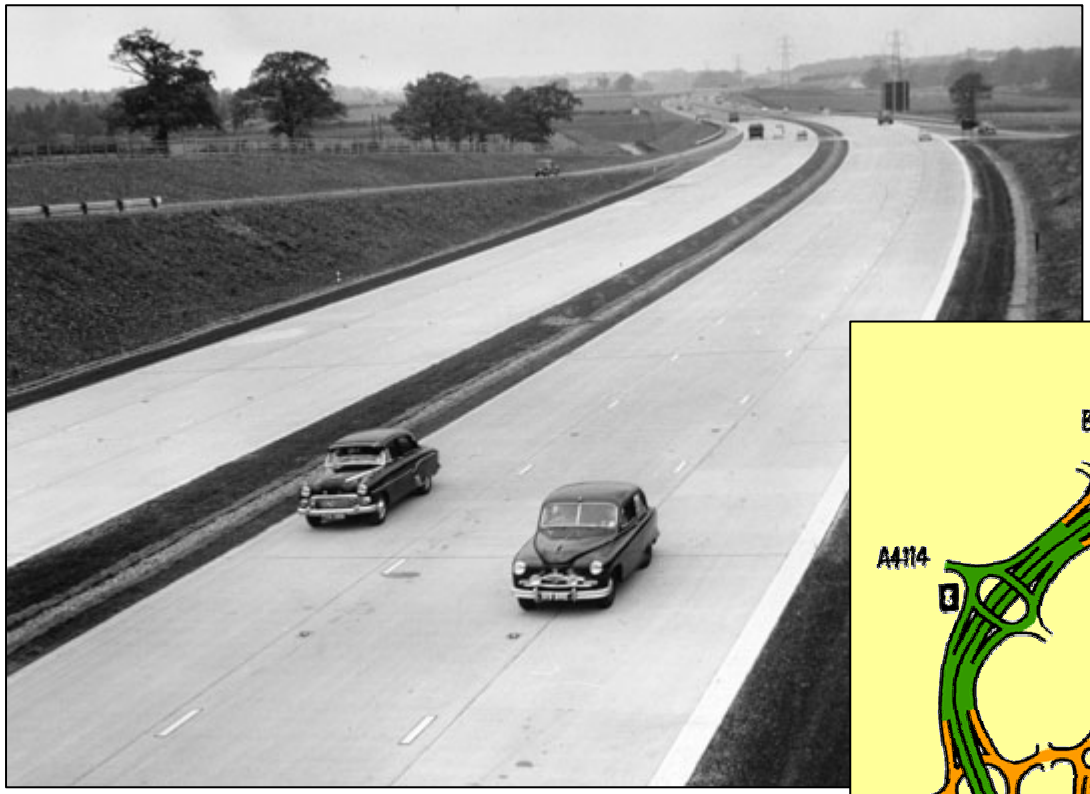

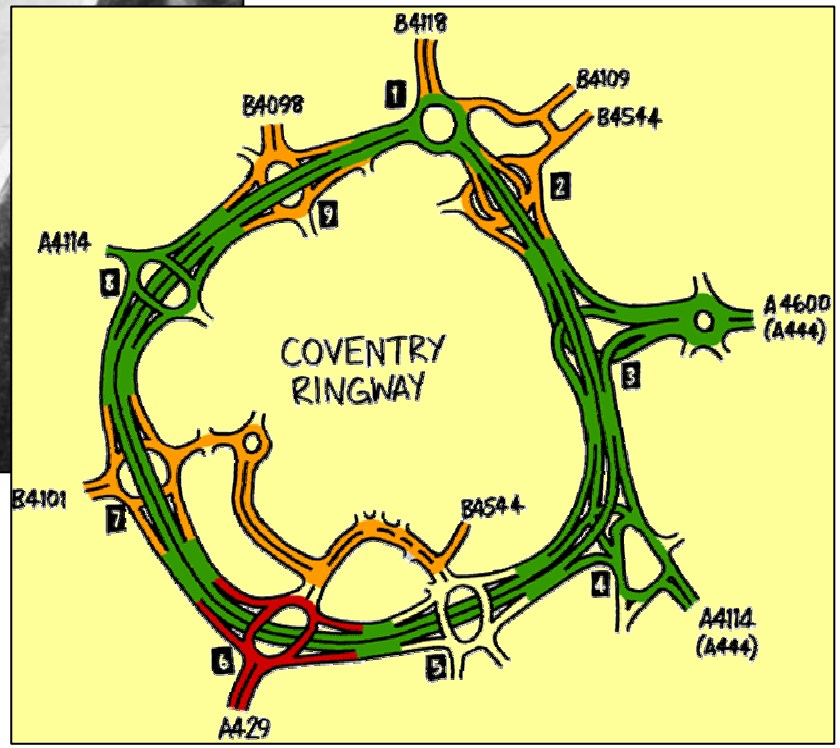

The road map ii

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Much excellence, … Less equity

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14-19 success

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- Of the 20 LAs making the most progress in the last five years, nine are in the 15 most deprived areas.
- The most deprived schools have seen a 19% rise in achieving 5 A*-C.

The last ten years has seen a continuous rise in attainment 14-19: young people achieving 5 or more GCSEs at A*-C at 16 has increased from 45.1% in 1996/7 to 69.8% in 2009/10.

Post-16 success

- **In 2009 78.7% of young people aged 19 were qualified to at least Level 2**. An increase of 12 ppts.since the series began in 2004.
- **The majority of 19 year olds are now qualified to Level 3** – 51.4% of people compared to 49.8% of people aged 19 in 2008; a 1.6 ppts increase over the year, and 9.3 ppts points since 2004.
- **An increasing proportion of those without Level 2 at age 16 go on to achieve it between 16 and 19** – the rate has increased every year from 34.0% in 2004 to 49.8% in 2009. This shows significant improvement in achievement amongst those who have been historically harder to reach.

Much excellence … less equity

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In 2008/09, 33.3 percent of pupils in the most deprived 10% of areas achieved 5 or more GCSEs at grades A*-C or equivalent including English and maths, compared with 72.2 percent in the least deprived 10% of areas.

- Nearly half of NEET young people come from lower socioeconomic backgrounds, compared with less than a quarter of university students
- One in seven on FSM leave without a GCSE pass at 16, compared to 2 per cent of all pupils
- Across a range of countries, the impact of family background on maths result was highest in the UK.

… less equity!

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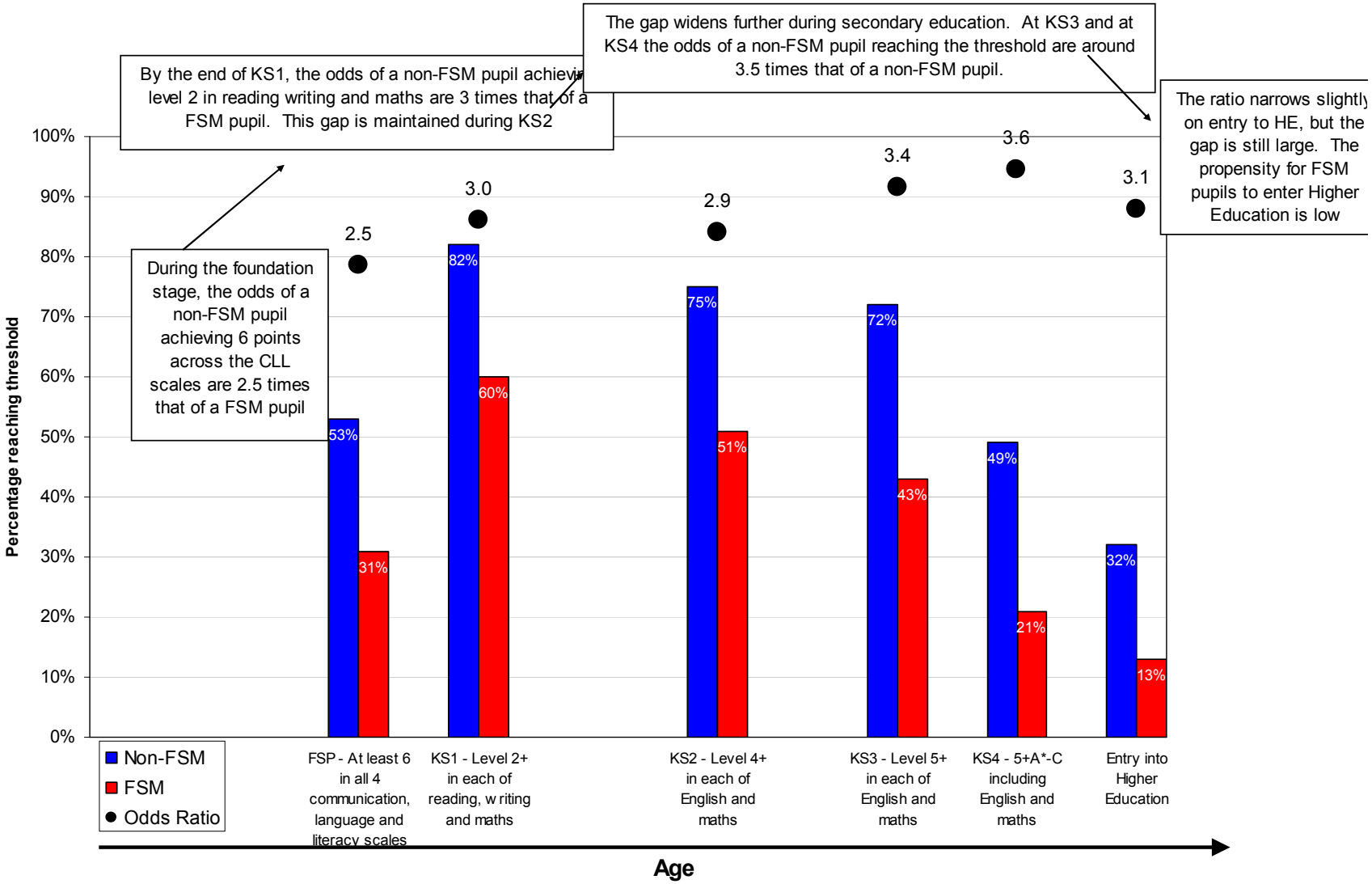

Opportunity hoarding

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A typical doctor or lawyer of the future is growing up in a family that is better off than five in six of all families.

A typical engineer or teacher of tomorrow is growing up in a family that is more affluent than two in three families.

- **7 per cent of the population attend private schools yet …**
  - **75 per cent of judges**
  - **70 per cent of finance directors**
  - **45 per cent of top civil servants**
  - **32 per cent of MPs**

… are privately educated.

Fair access

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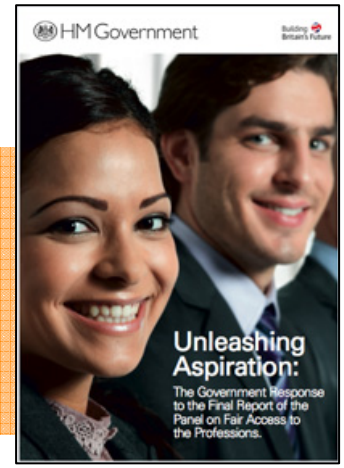
- New duty on key public bodies to tackle socio-economic inequalities
- Improving IAG for young people
- Open up routes into HE; improving partnership arrangements; and considering how to ensure finance is not a barrier
- Three quarters of young people to participate in HE, advanced apprenticeship or equivalent by the age of 30
- Ensuring that young people can progress through vocational routes to high status professions.

‘ …most alarmingly of all there is strong evidence … that the UK’s professions have become more, not less, socially exclusive over time.’

(Cabinet Office Jul 09 p6)



Room at the Top

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02

Narrowing the Gap: The landscape

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Raising visibility and awareness

The right offer

Disadvantaged groups

Data, delivery, funding and accountability

What works

IAG and raising aspirations

14-19 entitlement

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'Our starting point is the concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support'

- A high quality learning route for every young person that enables them to participate, achieve and progress
- The support to integrate all services for young people so that they can make the most of their opportunities and choices
- Stronger local partnerships and consortia arrangements
- Establishing the right delivery arrangements at a local, regional and national level.

The right offer

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- Apprenticeships as mainstream option for young people
- Foundation learning
- Pre-apprenticeship route and pre-16?
- Literacy and numeracy
- Flexible provision
- Vocational learning
- Progression routes to HE and skilled employment.

'Increased opportunities for work-based and practical learning may improve young people's engagement with more formal learning. The suggestion of creating pre-apprenticeships and bite-size vocational qualifications was suggested by several stakeholders in the review.'

Staying On, EHRC 2009

IAG: what's wrong?

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'They only tell you sixth form is available at my school. I knew there was other stuff but that's all they tell us'

'Staying On', Equalities and Human Rights Commission, 2009

- Negative perceptions of our choices
- Bias from IAG advisors
- Sources that do not have up-to-date information
- New courses without good enough IAG
- IAG providers who don't know enough about a particular career
- Insufficient support for parents.

14-19 Learner Panel: May 2009

IAG: what we need?

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Impartial, realistic, tailored and responsive information, advice and guidance:

IAG should be: at the right level, delivered in the right learning style and in the right environment, specific, impartial, realistic and provided on a one-to-one basis and provided by experienced and knowledgeable advisers, focused on ensuring all young people are provided with IAG at the ages of 11,14 and 16 years, multi-dimensional and embracing.

Identifying Effective Practice in Raising Young People's aspirations, LSC 2009

IAG: what is to be done!

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All young people need better quality and impartial information on appropriate pathways, stronger incentives to make long term decisions, and support to tackle barriers at key transition points to enable more young people to progress into positive destinations at 16, 19 and beyond.

- IAG strategy/quality standards/statutory guidance
- Funding and budgets
- Accountability and monitoring
- Workforce reform and professional skills
- Strengthening IAG in schools
- 14-19 Prospectus and CAP
- … 14-19 Partnerships and local solutions!

Narrowing the Gap: 100% for 100%

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03

Breaking points i

- **What are you talking about?**
  - Raising awareness. Much excellence, less equity.
- **It starts early**
  - Early intervention helps most.
- **Education – alone – cannot compensate for society**
  - Raising aspirations is only part of the issue.
- **It's not your fault!**
  - Don't stigmatise … empathise!
- **Measure for measure**
  - Using data effectively to measure progress.
- **Culture before structure**
  - Be transformational not transactional.

Breaking points ii

- **Partnership works**
  - Key role of 14-19 partnerships and collaborative working.
- **Show and tell**
  - Understand the data, present progress and good practice.
- **Support to succeed**
  - Young people need the mentoring and support that others get.
- **Education, education, education**
  - Getting the basics right helps everyone.
- **Guidance, guidance, guidance**
  - Reinvigorate IAG.
- **Room at the top**
  - Social background should not hold back people's ability to realise their potential.

And why?
The numbers

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*'… the gap in attainment opens by **22 months** and an FSM child has around **3 times worse** odds of achieving good school outcomes than a non-FSM child **at every point** in their education after age 5'*

(DCSF March 09 p15)

And why?
Half our future…still!

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‘Despite some splendid achievements … there is still much unrealised talent especially among boys and girls whose potential is masked by … the limitations of home background. The country cannot afford this wastage, humanly or economically speaking.

The schools will need to present education in terms more acceptable to the pupils and to their parents, by relating more directly to adult life, and especially by taking a proper account of vocational interests’

Half our Future 1963

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