**Evidence and Recommendations**

**Partnership for Young London’s draft recommendations:**

* For the full brief, with explanations for each of the recommendations, [please click here.](https://3532bf5a-d879-4481-8c8f-127da8c44deb.usrfiles.com/ugd/3532bf_8fa2d23665a24ae891ae5b818da799f6.docx)
1. 16- and 17-year olds should be given the vote in regional elections, accompanied by a new political education curriculum in schools.
2. Young Londoners need an improved system of careers advice and guidance, to give them better opportunities and starts to their careers. This is especially the case in certain sectors like the creative industries.
3. An apprenticeship target should be set by the Mayor for young Londoners, following a review on why the uptake of apprenticeships in the capital has been so low.
4. More needs to be done to widen participation in the job market for young people, to ensure that no young Londoners are left behind. such as flexible working hours and travel training, especially for young parents
5. Young Londoners need financial education, to help provide them with independence, a sense of security, and guard them from emerging pitfalls.
6. A review into the impact of intergenerational fairness for young Londoners, and how London as a region might tackle the issue, should be conducted.
7. Businesses need to sign up to providing high quality work experience for care leavers.
8. Transport in London needs to be reviewed to start a discussion about what Young Londoners want, and how it can be improved for them.
9. London needs a review into the workforce development needs for the youth sector, in line with any upcoming policy announcements and changes.

**Submitted by London Councils, Peter O’Brien I Regional Commissioning Manager (Young People’s Education and Skills**

* They have written a brief “London Councils: Policy Recommendations, Reports and Data” which sets out a range of recommendations [which can be found here.](https://3532bf5a-d879-4481-8c8f-127da8c44deb.usrfiles.com/ugd/3532bf_ca70cf690f5249b58bdcb53b6fab3456.docx) The recommendations set out in the report are:
1. Careers Guidance
	* Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work while in education and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment.
	* The government to enforce and monitor schools and further education leaders and governors to deliver their statutory responsibility to provide high quality CEIAG.
2. Curriculum
	* London’s young people are entering one of the most competitive labour markets in the world - indeed, they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London’s curriculum needs to face up to the challenges of the future.
	* Young people need to be confident in the value of their education, the acquisition of skills and the ability to articulate those skills. They need to know the value of learning (not just qualifications) and be certain that what they learn will be relevant to achieving their goals in life.
	* Central, London and local government, schools and further education colleges need to collaborate closely to demonstrate the value of both A level and vocational programmes to parents/carers, students and employers.
3. Funding
	* Funding should consider better the increases in costs of adequately supporting young people with special educational needs and disabilities.
	* Central government needs to adjust accountability measures to take a longer-term view of young people’s learning journey and leaving school.
	* Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so, with their learning institution being assured of full funding.
	* Ensure post-European Union funding continues to provide as much support to Londoners as the current European Structural Investment Fund programmes.
	* Increase funding to Further Education colleges to £5,000 per student to match school funding and close the pay gap between school and college staff, to help ensure that no one is left behind, and more people reach advanced levels of learning.
4. Devolution
	* Extend devolution in London to cover education and skills provision for 16 to 18-year-olds.
	* Work with London’s businesses and government to reform the Apprenticeship levy.
	* Enable the creation of a London Lifelong Learning System that provides each young person with a personalised learning pathway through each of the system’s stages, with supported transition at each point and smooth progression into further and higher education (including technical and vocational routes), Apprenticeships or employment. Ensure the young people’s education and skills system fully integrates with adult education and skills, continuing learning and professional or personal development for people looking to acquire the skills they need to get into work or get on in work.

**Submitted by A New Direction, Louise Barnell, Programmes Manager**

* They are currently formulating a policy response for January but in the meantime submit the following three pieces of research:
	+ [Caring for Cultural Freedom](https://www.anewdirection.org.uk/asset/3298/download?1508337710.pdf) – “This report examines young people’s cultural learning within the London Borough of Harrow. It makes a significant contribution to recent debates concerning the value of understanding the cultural sector ecologically”
	+ [Building the Creative Workorce of the Future](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwirjJ6x7sHmAhWzQkEAHb0bAA8QFjAAegQIAxAC&url=https%3A%2F%2Fwww.anewdirection.org.uk%2Fasset%2F4164%2Fdownload&usg=AOvVaw28jK2mcYYOND6qBMchfycL) – “This research identifies the main challenges that need to be overcome to ensure the potential of the creative economy is realised in a way that captures the ideas, mindsets and values of London’s entire society.” It recommends:
		1. Policy makers need to stop looking to the past for inspiration. As the work by Scharmer and Schleicher suggests, pedagogies that focus on learning from the past can no longer be expected to adequately prepare young people for the future world of work. We cannot continue to teach students the same information in the same way and expect different answers to the significant challenges facing the world.
		2. Schools should be encouraged to approach the curriculum with fresh eyes. As a growing body of evidence mounts surrounding the success of new pedagogies, so does the number of influential voices arguing for the substantiated need to nurture capabilities beyond knowledge in our young people.
		3. Working as a community, we can ensure all young people get the experience they need. Groups of cultural partners, schools and employers, along with public bodies, can jointly provide mentoring, advice, work experience and bespoke training schemes to ensure every child and young person gets the support they need to find the right path for them. This will take the burden off the education system to work in such a complex ecology on its own.
		4. Employers need to be more ambitious in who they recruit - and how. With many employers dissatisfied with the skills of university graduates, it is time for employers to broaden their outreach in regards to employment.
	+ [The Durham Commission Report](https://www.dur.ac.uk/creativitycommission/report/) – A report created in partnership between Durham University and Arts Council England. It has a number of recommendations into improve cultural education in schools.

**Submitted by Hackney Quest, Luke Billingham**

* They have submitted a report, Hackney Wick Through Young Eyes, which came up with the following eight recommendations that have pan-London relevance. To read the evidence, findings, and explanation for the recommendations, [please find the report here.](https://gbr01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hackneyquest.org.uk%2Fimages%2FHWTYE.pdf&amp;data=01%7C01%7C%7C9c5101fac4d54ea3668b08d7a00b8c15%7C9fe658cdb3cd405685193222ffa96be8%7C1&amp;sdata=ClYn6yMXBiqv%2B9gJHS%2FekCPmaBH67rJxhBrTcbZ52Fs%3D&amp;reserved=0)
* Aside from that, Luke writes: “I also think the Mayor could do more to support schools to be more inclusive. I am aware that education is out of the Mayor's remit, but he could play a significant convening role, bringing together the best-performing schools/local authorities for inclusion to learn from them, and then sharing best practice with worse-performing schools. If there is any political pressure the Mayor can apply onto MATs, schools and local authorities, that would be welcome.”

**Submitted by Shout Out UK, Ralitsa Raleva**

* They have submitted their report, Political Literacy Social Impact Report July 2018- May 2019 which can be found here:
* It sets out the challenges of political literacy among young people, and evaluation data from their political literacy course.

**Submitted by Malcolm Ball, Lewisham Youth Council, working with Dr. Kalbir Shukra, Senior Lecturer in Community and Youth Work, Goldsmiths University of London**

1. Evidence relating to votes at 16 in Youth and Policy journal in an article by Kalbir Shukra, Malcolm Ball and Katy Brown found on: [http://research.gold.ac.uk/20166/](https://gbr01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fresearch.gold.ac.uk%2F20166%2F&data=01%7C01%7C%7C82e10b8c529b427cdc3c08d79854139d%7C9fe658cdb3cd405685193222ffa96be8%7C1&sdata=9LWE67QvUsgIrKFxKV6N1IGL%2FxVhho9wLwxqQZODww0%3D&reserved=0)
2. The following recommendations were made following a submission with evidence to the House of Lords ([https://research.gold.ac.uk/22023/2/69371.html](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresearch.gold.ac.uk%2F22023%2F2%2F69371.html&data=01%7C01%7C%7C82e10b8c529b427cdc3c08d79854139d%7C9fe658cdb3cd405685193222ffa96be8%7C1&sdata=45wIU3tBPCjP3PzUre2EdnGsBZO2lJOnVDeV5BL%2B7x8%3D&reserved=0)
	* That voting age is reviewed and lowered to include more young people
	* That programmes be developed to support young people to stand for election as councillors
	* That youth work be envisioned to support young people (outside of school) in developing their opinions through active engagement as citizens. On this basis the youth worker’s role in citizenship would be to offer opportunities for young people to engage in conversation, opinion formation and deliberation, value lived experience but be open to hearing other perspectives
	* That local authority programmes engage young people in local democracy, build intercultural communication and social solidarities for community cohesion.
3. They have also submitted a report, LEWISHAM YOUNG MAYOR OVERVIEW, which includes their evaluation data, which can be found here: [http://filer.medborgardialog.com/linkedfiles/download/59/soumehl](https://gbr01.safelinks.protection.outlook.com/?url=http%3A%2F%2Ffiler.medborgardialog.com%2Flinkedfiles%2Fdownload%2F59%2Fsoumehl&data=01%7C01%7C%7C82e10b8c529b427cdc3c08d79854139d%7C9fe658cdb3cd405685193222ffa96be8%7C1&sdata=HTenYWPQ11neM6nRw1OotlpFUoxnso%2F1mZ4B6W32NSM%3D&reserved=0)

**Submitted by YOU London, Youth Organisations in Uniform in London**

1. **Issue**: Invest in success
* There are some 92,000 young people actively engaged in uniformed youth groups in London\*. Some of these organisations are over 150 years old and highly experienced in providing structured youth activities in a safe, fun environment.
* **Recommendation**: Rather than look for new youth solutions, the Mayor should recognise the success of existing organisations and seek to promote them.
1. **Issue**: Pressing need for adult volunteers
* Some 23,000 adult volunteers support 92,000 young people in uniformed youth groups in London\* by providing fun, structured activities in a safe environment, but there is a need for more.  The success of youth groups is dependent on the adults who run them. The more adult volunteers, the more activities can be provided for young people.
* **Recommendation**: Team London to advertise volunteering opportunities with uniformed youth organisations and seek ways to recognise adult volunteers.