



Leonardo da Vinci Programme
Transfer of Innovation Project
LLP-LdV/TOI/08/IT/566 (2008-2010)

Governance Models of Education and Vocational Training
(Italy)

VET GOVERNANCE

The UK Perspective

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March 2010

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Objectives of the Project

The project intends to transfer and adapt the results of two previous projects, which cover the issues of governance of education and training and networking models of mixed-education training. These projects addressed the issues in question for the region of Lombardy. This new project is to update, transfer and adapt the research findings to the regions of Sicily and Piedmont.

The overall goal of this project is to facilitate the development of innovative practices in education and vocational training and the transfer of these practices by all participating countries, including England and Spain, through greater cooperation with the social partners and with all the key players and developing the capacity and skills of teachers and trainers.

Projects to be Transferred

Profound changes in education, training and work at the European level have highlighted the crisis of centralized systems, forcing local policies to address the processes of structural change and amend certain principles of a tradition rooted in cultural, educational and organizational methods. The reports show that local educational and training institutions are the optimal level of public governance.

Two systems have been studied and actions proposed for a model of governance for the region of Lombardy. The results of the first research (institutional models for managing the integrated system) are collected in the book "Patterns of governance for the development of the Education-Training-Employment" on the development of a polycentric model of government, centred on the autonomy of school institutions and Local Government, which attaches to the various institutional functions the principle of subsidiary, a "horizontal" organization of training services, based on the development of network and regional networks. In this context, regional and local institutions take a strategic role in the governance of public policies in education, training and employment, to encourage "pro-active" efforts to regulate the training offered. Project partners: Catholic University of Milan, CISEM (Center Educational Innovation and Experimentation Milan) - Research Institution of the Province of Milan, ForCopim, and Aristeia Consortium.

When it comes to the governance of education and vocational training in Italy, it refers to a process of moving the location of policy decisions for education and vocational training from the top to the bottom through the direct leadership of the subjects.

The results of the second research ("New Horizons II Networking for Success education and training") are collected in the book Networking for Success training and education. The project proposes a theoretical model of mixed networks between members of the world of education and vocational training. The research was conducted with the help of 21 partners,

Project Phases and Activities

This transfer of innovation project will cover (1) the territorial model of governance (2) the formation of a working network model for players from the world of education and (3) the development of training modules for the design and operation of networks for education and vocational training.

NOTE: Education in the UK is the responsibility of each individual country and so for the purposes of clarity and for this report it is presumed that all material, including legislation, will apply to the situation in England unless otherwise stated. With Wales, Scotland and Northern Ireland having separate educational systems and needs, each independent of each other, it would be impracticable to consider all four countries as one Union.

1: Overview: Governance of Educational Institutions: Schools and Colleges

The situation in the UK regarding the governance of schools, colleges, universities and other educational training establishments is based on a model that encourages a degree of self management, within a legislative structure, but is closely associated with financial management and control by local and central government. (see Appendix 1 for a PowerPoint presentation of The English Education System). The structure associated with the majority of schools and other institutions is linked to the number of students on role and a centrally imposed funding regime that works on a ratio-per-head payment. ie: for each student, a school receives an annual sum of money based on previously set targets for attainment, attendance and achievement.

In addition, buildings, staffing and resources are separately funding and rely, in real terms, on each institution achieving its targets. It should be noted that these targets are externally fixed by the appropriate governmental departments and success measured through a number of monitoring and evaluation strategies managed by *Ofsted, The Office for Standards in Education*, who ‘inspect and regulate to achieve excellence in the care of children and young people, and in the education and skills for people of all ages.’¹ This work includes an inspection regime that may, in certain circumstances, if, for instance, a school fails to meet its targets, take place annually and in all circumstances involves a full curriculum inspection and will include interviews with all staff and a selection of students. Using quantifiable methodologies, the criteria for inspection is agreed centrally and one could argue that, in reality, it is imposed upon individual schools and institutions without the opportunity to negotiate the terms of the inspection or to challenge outcomes.

All reports are published and available via the Internet, placing pressure on schools, curriculum departments and individual staff to meet set targets. ie: all reports are in the ‘public domain and can be accessed and downloaded by schools, parents, students of any other interested parties.

In addition, the way in which educational institutions are governed occurs within a set format, established centrally that includes a number of strategies including the appointment of a Board of Governors, made up of local authority representatives, the Head teacher or Principle, members of the local community and a number of elected members drawn from

¹ Ofsted 2010:

parents of students and at least one member of the teaching staff. In theory, the Board of Governors is ultimately responsible for the institutional success although, in reality, they are more likely to delegate this responsibility to the institution's senior management team. nb: the philosophy behind this system is that people with specialist knowledge in, for example, business, the arts or ICT, can contribute to the success of the institution by sharing their expertise in ways that are of positive benefit to students and staff.

The way in which the Board of Governors operates is governed by government legislation as identified in the *The School Governance (Constitution) (England) Regulations 2007 Act*, which is primarily concerned with the structure, make up and regulation of terms of office of individual governors, and additional legislation that includes:

- School Standards and Framework Act 1998: Sections 36 and 37; Schedules 9 and 12
The Education (School Government) (England) Regulations 1999
- Education (School Government) (England) (Amendment) Regulations 2000: SI 2000/1848
- School Governance (Constitution, Federations and New Schools) (England) (Amendment) Regulations 2005: SI 2005/1730
- School Governance (Constitution, Procedures and New Schools) (England) (Amendment) Regulations 2004: SI 2004/450
- School Governance (Constitution and Procedures) (England) Regulations 2003: SI 2003/1916
- Education Act 1996: Section 576 (1), (3) and (4) read together with the School Standards and Framework Act 1998: Section 142 (10) gives a definition of "parent" (and see definition of parent in the Constitution Regulations)
- The Education (Company Directors Disqualification Act 1986: Amendments to Disqualification Provisions) (England) Regulations 2004: SI 2004/3264
- School Governance (Constitution) (England) Regulations 2003: SI 2003/348

All governors, estimated at 370,000 in England alone, work in a voluntary capacity and although they may receive some training on appointment are largely appointed for their business and social acumen rather than for their in-depth knowledge of how educational institutions should be managed. However, they are a powerful influence on how that institution is managed if they choose to exploit it although in most cases they defer to the educational expertise of the teaching and management staff of the organisation.

2: Overview: The Curriculum in Schools and Colleges 14-19 initiatives

The curriculum taught in all state schools and colleges, and the right to have equality of access to learning, is governed by a number of legislative initiatives including:

The Education and Skills Act (2008) Raised the leaving age for compulsory education to 18. The change will take effect in 2013 for 17 year olds and 2015 for 18 year olds.

The Education and Inspections Act 2006 that introduced a duty on schools to promote community cohesion working towards a society where all communities share a common vision and sense of belonging. The duty primarily concerns differences between communities in relation to cultures, ethnicity, religions or non-religion and socio-economic status, but it also connects with other equality issues of disability, age, gender and sexual orientation²

The Education Act 2002: a substantial and important piece of legislation intended to raise standards, promote innovation in schools and reform education law.

Special Educational Needs and Disability Act 2001: An Act that amended *The Disability Discrimination Act 1995* to make unjustified discrimination by education providers against disabled pupils, students and adult learners unlawful. Further reference to equality of education was included in *The Disability Discrimination Act 2005*, which 'took steps to eliminate discrimination and harrassment'.³

Education Reform Act 1988: introduced the concept and implementation of a National Curriculum that has been regularly revised and embedded in all educational legislation to date.

The National Curriculum is under constant review and, at present, the following conditions apply for students aged from 11 –16, dividing curricular provision into statutory and non-statutory subjects:

² <http://www.csie.org.uk/inclusion/legislation.shtml> Accessed 11.01.2010.

³ http://direct.gov.uk/en/disabledpeople/educationandtraining/dg_4001076. Accessed 11.01.2010.

'The statutory subjects that all pupils must study are citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- religious education, based on the Framework for Religious Education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.⁴

NB: students, aged 16 –19, are able to choose study programmes that reflect their personal interests and proposed career paths. Students may attend schools that teach beyond the age of 16 or specialist colleges of further education that also may provide degree qualifications beyond the age of 18.⁵

Although all educational and training organisations are responsible for teaching methodologies, making personal and departmental decisions about how subjects are taught, their results are measured against a set of national criteria of *Ofsted* inspections. However, in theory at least, individual teachers and trainers can teach in their own way using a variety of independent learning strategies as long as '*learning is seen to take place.*' This means that curricula elements can be taught using methodologies appropriate to particular groups of students and individuals, ensuring that their learning styles form an important part of the delivery and reception of material.

NB: traditional teaching strategies such as 'Learning by rote' are discouraged while multi-sensory and blended learning methodologies are recognised as meeting individual learning requirements.

The management of the curriculum is largely the responsibility of Heads of Department, overseen by senior managers through monitoring, evaluation, inspection and target setting.

⁴ *The Qualifications and Curriculum Authority* December 2009

⁵ 'About ten per cent of higher education provision is available in colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution or further education college.' UK NARIC: Version 3, 17 February 2005

However, further changes have recently been agreed raising the leaving age for compulsory education to 18 by *the Education and Skills Act (2008)* The change will take effect in 2013 for 17 year olds and 2015 for 18 year olds and will have a major influence of how education is delivered for this sector providing more opportunities for networked provision as discussed later in this paper. ie: Students will have greater access to shared resources that will hopefully lead to partnerships being developed between schools, colleges and training organisations. The work already completed in Italy regarding governance and networking could provide a valuable source of information.

3: Overview: Self-Managing and Autonomous Schools and Colleges

Further powers that enable schools to develop new approaches to raising standards are embedded in the *2002 Education Act* under provisions included in *The Power to Innovate* section. Further actions are included in the *Earned Autonomy* section enabling schools to qualify for greater flexibility in certain areas of the *National Curriculum* and teachers' pay and conditions where schools have demonstrated that they are well managed and are achieving high standards. Additionally, *The Curriculum for 14 –19 year olds* is currently being restructured, creating local educational partnerships between Secondary Schools, Special Education Schools and Colleges of Further Education in an attempt to provide equality of opportunity and equal access to resources for all. *City Academies*, concentrating on specialist areas for 11-18 year olds including Business, ICT, Sport and the Arts, have been introduced forming state and business partnerships said to address 21st century training needs. In future, local educational organisations working in partnership to form educational consortiums will be able to deliver a wider range of subjects, placing a greater emphasis on vocational content. Over 2.6 million students attend a college of further education in England With many engaged in vocational studies. ⁶ nb: by way of contrast, the number of students studying for a university qualification is given below:

HIGHER EDUCATION STUDENTS IN THE UK BY COUNTRY OF INSTITUTION: 2007/08*

	Undergraduates		Postgraduates		Total
	Full-time**	Part-time	Full-time**	Part-time	
England	1,011,955	493,060	206,865	210,300	1,922,180
Wales	66,810	35,475	11,405	11,855	125,540
Scotland	123,290	35,620	26,320	24,955	210,180
Northern Ireland	29,950	8,810	3,790	5,645	48,200
United Kingdom					2,306,105

* Writing up and sabbatical students are not included in HESA standard counts of students from 2007/08 onwards.

** Full-time and sandwich course students and those on a study-related year out.

Source: Higher Education Statistics Agency (HESA): *Students in Higher Education Institutions, table 0, 2007/08*

⁶ 10% of 16-17 year olds attend on government training schemes: Department for Education and Skills: Census Data 2001

4: Models of Governance: An Overview

Taking into consideration of the structures currently in place in the UK, and, more specifically, in England, as outlined in Sections 1-3, it is now appropriate to consider the models explored in '*Governance models of education and vocational training: VET Governance*'. Arguably, the UK is already providing education on a regional basis, especially as the countries that make up the UK: England, Wales, Scotland and Northern Ireland, have separate systems for providing education and training, with differing degrees of funding and educational autonomy that are said to reflect regional needs. nb: for the purposes of this paper, and to ensure that one model can be explored in greater detail, all examples are based on English requirements and legislation.

Education in England, overseen by central government, is the responsibility of a number of *Local Education Authorities* (LEAs) who provide education, in partnership with *The Learning and Skills Council*, (LSC) and although it may be argued that each LEA and educational institution matches educational provision to individual need, the level of autonomy from central government, LEAs and the LSC that a school, college or training provider has is limited. Within the school structure, there is little room for manoeuvre in terms of meeting the employment training needs of the locality although the language that studies are delivered in may reflect local demand. For example: in inner cities such as London and Birmingham, classes may be taught, where English is not the predominant language, in the native language of the participants: ie: Turkish in North London. Therefore, if there was a particular need at secondary level (aged 11 –16) to provide students with a specific skills-set to gain employment in manufacturing then it is unlikely that this could be provided. Conversely, if the skills required were provided by *The Academy System* – largely within the ICT and Business sector, then it could influence the percentage of young people being employed on leaving school.

Regarding colleges defined here as colleges of further and higher education, the needs of the local business community could be reflected in the provision of education and training.

NB: colleges have students of all ages from 16 to post retirement and provide a huge range of vocational and academic courses: both full time and part time on weekdays, evenings, weekends and during school holidays.

Arguably, of all the educational sectors in England, colleges have the most autonomy of all, being able to meet local, regional and national requirements through wide ranging provision of a variety of training methodologies including on-line delivery. However, as funding is provided by the LSC, the number and range of courses offered may differ from perceived local requirements and, in all cases, what is on offer is subject to inspection and must meet central government objectives.

So, if a local employment need is not recognised as such by the LSC, funding will need to be found from alternative sources with, in some cases, the entire cost being met by individual companies requiring bespoke training. If this is not forthcoming then other sources for funding may require sponsorship by charities or specific input from European Projects managed by National Agencies and initiatives including Leonardo da Vinci.

5: Decentralisation: A Discussion

*'The underlying theme is to investigate the prospects of a model of regional government policies integrating education, training and work that aims at regulating the demand and supply, making play an active role for users, families and youth, and the production system of the territory.'*⁷

The concept of integrating education, training and work that actively involves all partners in provision and access would be an ideal situation if it could be implemented in practice. Research completed in Italy suggests that it is possible but whether this model could be transferred and made operational in England needs to be discussed and, it seems, that the most efficient means of considering the practicalities of this issue is to consider the implications under a number of sub-headings. So, what follows is an in-depth evaluation of the underlying theme with direct reference to the English education, labour and training markets.

a) Market Need

While accepting that central government regularly identifies and supports the provision of specific education and training initiatives decentralisation on a regional or local basis presents an interesting dilemma. ie: does the perceived market need reflect the needs and aspirations of potential employees as well as manufacturing and commercial companies? Ideally, there would always be a perfect match between company need and employee expectation but, in reality, this is often not the case. Additional funding, individual training incentives and a range of other initiatives may be required to engage the potential workforce in education and training in sectors that they may not have initially considered as sources of employment.

b) Mobility of Labour

In many ways England is unique in terms of mobility of labour. Many employees travel long distances to work by car or train, often working beyond the region that they live in.⁸ For example: employees may choose to live in Bristol but work in London, travelling a distance of

⁷ *Models of Governance for the development of a system of education job training*: English Translation 2009

⁸ 62% of people employed travel to work by car: 14.5% by public transport: 10% walk to work: 2.8% cycle to work: 2001 Census HMSO

250k to and from work – a daily journey of 500k. Of course, in terms of economics and environmental concerns: pollution, fuel consumption and investment in transport systems, it would be far better if regional needs could be met in such a way that these journeys became unnecessary and, arguably, this could occur if suitable employment needs were met within or close to the community where employees lived. However, this model would only work if there was a decentralisation of commercialisation where companies were encouraged to be locally and regionally based rather than in major centres of employment such as London, Leeds, Manchester and Birmingham, which are perceived as being important bases for companies engaged in service industries that make up 70.6%⁹ of all employment in the country.

c) Regional Economies

The diversity of regional economies within the UK, and particularly in England, is relatively limited. While there are regions that are primarily agricultural many residents are not employed in that sector but work in service and support industries in larger towns and cities. So, although traditionally there may have been a need for a local agricultural workforce, improved technology and a developed road system have meant that the number of people employed in this sector is very small. (1.48%¹⁰) Therefore, the needs of these communities and levels of unemployment are influenced by fluctuations in the educational and labour market that may be beyond the control of local and regional authorities. The centralisation of many industries means that the suggested model would require a major change in government, commercial, economic and personal values and present massive changes, with associated economic implications, to the economic and social structure of the country. However, on a smaller scale, it would be possible to implement a number of changes to the way in which education and training are provided if a greater degree of decentralisation and the resulting autonomy was put into place.

d) Self Employment

9.2%¹¹ of the workforce is self-employed forming, it may be argued, a difficult sector to influence and access in terms of education and training. Largely employed in consultancy, construction, the arts and in business, this group are often fully engaged in providing goods

⁹ 2001 Census HMSO

¹⁰ 2001 Census HMSO

¹¹ 2001 Census: HMSO

and services and have little time for additional education and training. In fact, they are the group most likely to be working as training facilitators and involved in provision rather than as participants. However, if the majority of training facilitators are self employed then, perhaps, they are a group that could benefit from decentralisation as their employment could be regionalised.¹² Their ability to facilitate change and to work autonomously could benefit regional policies and the provision of education and training, infusing local economies with concepts and training strategies, otherwise labelled as 'best practice', that are currently delivered beyond the regional economy.

e) Intercultural Diversity

Similar to other countries within the EU, the UK has a percentage of employees who may be defined as of differing ethnicity. Recent figures indicate that 2.3% of the population were born in EU countries, apart from the UK, and that 6.6% were born outside of the EU.¹³ Bringing a diverse set of cultural, economic and educational expectations to the training and employment sectors, they are often marginalised or employed in low income and manual jobs, often without recognising their skills, experience and qualifications gained elsewhere.¹⁴ The challenge that this particular sector face is to find employment that truly matches their qualifications, experience and expertise and although some work has been completed in this field that highlights and attempts to address the issues raised by this group it has yet to be fully integrated into the employment structure of the UK. However, a number of studies have been completed within the EU¹⁵ and these could inform any decisions that resulted from decentralising training provision.¹⁶

f) Aspirational Employment

Whether the individual aspirations of the workforce and regional perceived needs of the area are compatible is subject to debate. Systems of education and training that are selective can

¹² nb: many self employed training facilitators work beyond local, regional and national boundaries, providing training throughout and beyond the EU.

¹³ 2001 Census HMSO

¹⁴ Fully explored within a European context in *Interculturality: A Manual*: EU Project ES/06/B/F\PP-149.442 2008.

¹⁵ These studies include: *Migrants in the Rural Economies of Greece and Southern Europe*: Charalambos Kasimis, Agricultural University of Athens, October 2005: *Employment patterns of female migrant workers*: Greek General Confederation of Labour/Confederation of Public Servants: *Gender and Ethnic Identities among Low-paid Migrant Workers in London*: Queen Mary, University of London: June 2006: *Survey on Working Population* EPA-Encuesta de Población Activa: 2005:

¹⁶ *International Adult Literacy Survey Literacy in the Information Age: Skills for the Twenty-first century*: Human Resources and Social Development: Canada. March 2003: *Intercultural Competence for Business Users*: Paul Catteeuw *Intercultural Communication Competence: The State of Knowledge*: CILT and the National Centre for Languages: Humphrey 2007:

influence an individual's potential to aspire to gaining additional qualifications or to move into areas of employment that may have not been predicted at the time of selection. For example: when England had selection for secondary education decisions were made as to whether an student should follow a vocational or academic course of study at the age of 11. This meant that failure at this stage, based on a one day assessment, could result in individual's being disadvantaged and excluded from further educational and employment opportunities. So, while the concept of meeting regional supply and demand may, in theory, benefit the region as a whole, issues concerning the right for all members of society to make independent work, training and life choices must be safeguarded.

g) Working together

Ideally, a regional partnership involving education, training and employment regulating demand and supply could work provided that all members of the partnership held a common viewpoint and accepted that regional policies reflected individual needs and expectations, whether it was an organisation, municipality or individual. Regulatory structures would need to be in place that allowed for full participation and accountability so that one sector didn't receive preferential treatment at the expense of another. Concepts such as diversity, discrimination and individual rights would need to be protected and although there is no reason why this couldn't happen in the majority of countries the practicalities of decentralisation could mean increased levels of intervention by designated authorities rather than increased autonomy.

6: Networking for Success at School and Training

*'The educational landscape of the near future will be characterised by the emergence of networks between schools and training agencies.'*¹⁷

The current situation in the UK supports the concept of networking between educational institutions. Primarily aimed at 14 –19 year olds, networks or consortiums¹⁸ of organisations that benefit students of all abilities have been established although the driving force behind this initiative has been the sharing of resources and expertise, rather than a reflection of the needs of the labour market. However, there is no formal structure that supports links between schools and training agencies¹⁹ as defined by this project. While there may be informal links between agencies and schools, there is no legal requirement to forge links although 'best practice' suggests that much could be gained from this interaction. Ideally, if pressures to deliver the National Curriculum were eased, opportunities to develop formal networks that would benefit all players in this scenario would lead to a greater understanding of training requirements, especially if linked to local and regional employment requirements. Of course, the initial stages of setting up a networking system would be likely to create a greater degree of bureaucracy in the first instance to ensure that targets continued to be met and standards maintained but, in the long term, each network would be self-supporting and, to a greater degree, autonomous.

However, for networks to be successfully developed and maintained a number of elements would need to be considered and, in this, *New Horizons II* may be able to offer a solution. So, for the purposes of this paper and to assess the potential of importing a formalised networking structure between schools and training agencies, the following aspects need to be considered and, where questions are raised, to be resolved:

a) New Technologies

The development of new teaching and learning methodologies in terms of education and training has been a feature of education in England for a number of years although, it may

¹⁷ *New Horizons II: Networking for success at school and training*: English translation 2009.

¹⁸ nb: locally based schools and colleges join together to share resources. A typical consortium would consist of a small group of mainstream secondary schools, a college of Further Education and a school for pupils with Special Educational Needs. Geographically linked, students could attend a number of institutions with transport provided to bus them between campuses.

¹⁹ nb: Training agencies, for the purposes of this paper, may be defined as colleges, private training institutions and commercial providers of training for professional staff and for employees from all sectors of manufacturing and business.

be argued, has yet to make a major impact on how teaching and learning is delivered. Often seen as a supporting mechanism that contributes to what may be termed 'blended learning'²⁰ the integration of new technologies as a discrete learning tool and the methodologies associated with them may still be termed as inadequate in terms of using them as much more than 'a book on the screen.' ie: in practical terms this has meant that while educational organisations may use managed (MLR) or virtual learning environments (VLR) to share information such as providing class or training notes on line, the multi-sensory and 21st century applications of new methodologies in this field has yet to be fully utilised. So, for this aspect of educational provision to be fully employed, training within the area of instructional design, ensuring that all aspects of teaching and learning that recognise the importance of differentiated and individual learning styles were embedded in any development, would need to be provided. Furthermore, although some set up costs would be involved most schools already have access to virtual learning environments often provided free, as in *Moodle*,²¹ or commercially, including *Blackboard*²², and a number of research papers have been published that share 'best practice.'²³

b) Communication Methodologies

The concept that all individuals and organisations have structured and subliminal communication methodologies have been an accepted and established principle within education and training organisations for a number of years. However, it may be argued, whether this 'best practice' has been fully embedded into teaching and learning strategies is open to question and while particular communication strategies may work within specific organisations how organisations communicate with each other, in a broader sense, requires further work. For example: schools use subject and institutionalised language, acronyms and communication devices that are specific to the organisation, staff and the age range of students. However, a training agency would have a different set of communication criteria using language that may not be accessible or would restrict communication between schools and agencies. In short, the need to recognise the need for, and to establish a system where a school and a training agency could effectively communicate needs, desires and

²⁰ nb: 'Blended learning' may be defined, in this instance, as a mixture of face-2-face or classroom based learning and remote of e-learning delivered through discrete managed learning environments or via the Internet.

²¹ 'Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a free web application that educators can use to create effective online learning sites': www.moodle.org.

²² 'Blackboard Learn™ can help by providing a foundation for engaging and assessing your learners inside and beyond a classroom.' <http://www.blackboard.com/Teaching-Learning/Learn-Platform.aspx>

²³ Berthelemy, Mark: *Managed Learning Environments: exploring the potential, examining the practicalities*: Capita Education Services: 2003.

methodologies in a way that all involved would understand the practicalities or process and outcome, would be paramount in ensuring the success of establishing a networking system.

c) Communication and Human Resources

Teachers in English schools are graduates with additional teaching qualifications recognised by central government and although in the past the majority are products of a continuous educational process, where teachers attended school as pupils – attended university – completed post-graduate teacher training – sought employment in schools without any commercial, business or other employment experience, the nature and background of teachers is changing.²⁴ The changing profile of teachers, with an increase in the percentage of those with previous employment in other sectors, will ultimately influence the way that schools communicate both internally and with outside agencies. For example: a newly appointed Head of Department with experience of managing meetings and human resources in business will adopt business practices to manage their department in contrast to a teacher/manager who is unlikely to have formal management experience or qualifications. One of the benefits that these new teachers will bring to establishing school-training agency networks is a shared system of communication and management and an ability to understand and react to organisational management and linguistic structures. With a common understanding of how business and education work, the network would be more likely to develop and maintain strong links to the benefit of all. However, this is a long term strategy and it is important to recognise that while the majority of teachers continue to be school-centric, training in management methodologies and increased understanding of how non-school training and education institutions operate will be necessary to ensure that networks are established and successful.

²⁴ nb: The economic recession has led to a increase in the number of graduates from other professions seeking additional training and employments as teachers. *'Applications to enter teaching have shot up by 10% this year. The shortage of science teachers has been helped by a 30% rise in applications compared with a year ago.'* The Guardian 10.03.2009

7: The Networking School

*'Organisational networks may represent a mechanism for large-scale change. It is well established that new knowledge, ideas, and technologies diffuse through networks.'*²⁵

As shown in the section 'Self Managing and Autonomous Schools and Colleges' that dealt with how schools are managed in England, it was noted that there are few opportunities for schools to develop autonomous management systems that may be open to networking solutions. However, this should not be seen as a barrier to exploring, sharing and developing methodologies that would enable schools to develop networks to the benefit of all. With agreed outcomes, schools could engage with the concept of networking, opening up opportunities for sharing provision, including curricular exchanges, and methodological expertise as a result of links with training agencies, as represented by colleges and commercial providers of training for the adult market. While recognising the constraints placed on educational organisations in England the success of establishing networking schools would largely depend on a number of issues that may be identified as follows:

a) In-Service Training (INSET) for School Managers

Given that the majority of managers working in schools have little formal management training, and still less business acumen, the need for training that is accessible 24/7 is essential. School managers, whether senior staff such as Head teachers or middle managers who may be departmental or faculty heads, have restricted access to training opportunities within the standard working day. INSET, when available, is either provided as one of five training days that are a legal requirement for all staff to engage in during each academic year, or on an ad-hoc basis by external training organisations providing subject specific seminars. For example: teachers of English, drawn from several schools, may meet to discuss new ways of motivating difficult students. However, all training involves a financial commitment and each school has a training budget that may limit choice or even prevent teachers attending specific courses. Therefore, the concept of providing 'educational multimedia self-instruction on designing and managing networks for successful education and training'²⁶ seems to offer a practical and accessible solution. With the proviso that the

²⁵ Bandelj, Nina and Purg, Danica: *Networks as Resources, Organizational Logic, and Change Mechanism: The Case of Private Business Schools in Post-Socialism*: Sociological Forum, Vol. 21, No. 4 (Dec., 2006), pp. 588

²⁶ *New Horizons II: Networking for success at school and training*: English translation 2009

content is not only multimedia but also highly interactive, with achievable milestones, agreed objectives and an additional forum element to encourage different managers to communicate between educational organisations as part of their development, then it would provide an exciting and challenging learning experience for all. If this was supported by opportunities for participants to meet in the classroom, an activity that was pioneered by the Open University in the UK offering Summer Schools and Learning Weekends for adult students studying for degrees part-time, then they would receive the best of both worlds, being able to work virtually at their own pace while meeting and considering policies within seminar group discussions.

b) Establishing a Provincial Observatory

If an observatory was created based 'on the experience and network of paths integrated education and training'²⁷ then it would be an interesting addition to the English educational structure. Where this has happened, primarily within educational research institutes with university funding and status, it has had limited scope for sharing information and little opportunity for managers, engaged in running schools on a day to day basis, to access findings or to contribute to the debate or the research carried out. The idea that an observatory could be established that dealt with the specific educational and training needs of a particular geographical area would provide an overview of what the needs, objects and current provision of that area were. For instance: provincial observatories could be established to monitor and recognise needs of a number of metropolitan areas such as London, Manchester, Birmingham, Sheffield and Leeds as well as regionally in the South West, South East, the Midlands, North East and North West England. If their work was supported by Internet access that would allow for the sharing of expertise and information, as well as with opportunities for educational organisations to meet and exchange core values and local needs then it could influence education and training for the benefit of all within that location. Using the model and expertise experienced by the 'five provincial observers on the experience of integrated network and routes education-training and work'²⁸ completed in Italy, observers in England could establish a practical model to the benefit of all.

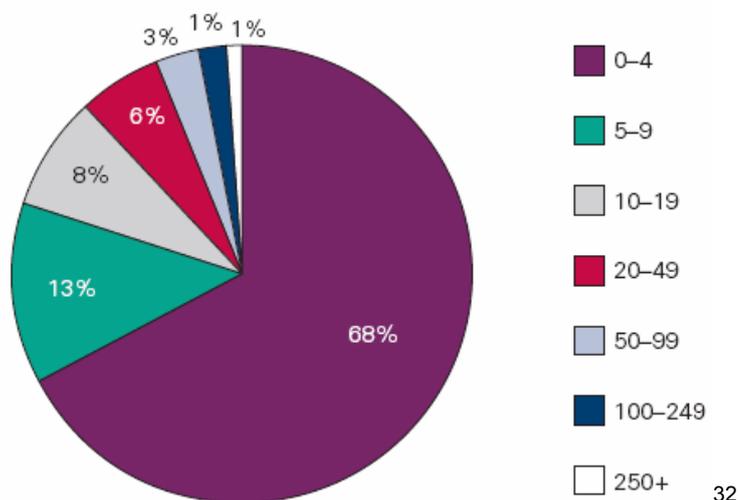
²⁷ *New Horizons II: Networking for success at school and training*: English translation 2009

²⁸ *New Horizons II: Networking for success at school and training*: English translation 2009

c) The Educational Landscape

‘The educational landscape of the near future will be characterised by the emergence of networks between schools and training agencies²⁹ that will be of mutual benefit to educational organisations and students. However, the primary concern would be to ensure that any network established would be based on the exchange of practical rather than theoretical information. ie: a network that offered practical solutions to a number of regional issues would be preferable to one that considered and exchanged theories. For example: practical advice and solutions to improving literacy in the regional population would be useful while research into the percentage of literacy proficiency in a region would not. In English the expression would be ‘Don’t tell me what the problem is, tell me how to solve it!’ So, it seems reasonable to argue that the way in which the network was established and who contributed to it, would be paramount to its success. Individual organisations would need to be fully committed to making the system work and to ensure that their representatives at meetings and on management committees were knowledgeable and willing to develop new communication strategies. nb: in small training organisations this would represent a major commitment as many have less than 10³⁰ personnel directly engaged in training and their time would have to be managed efficiently.³¹

Training providers by number of employees



In addition to the profile of companies providing training in the UK it is important to recognise the geographic location of these companies throughout the UK, with the majority located in

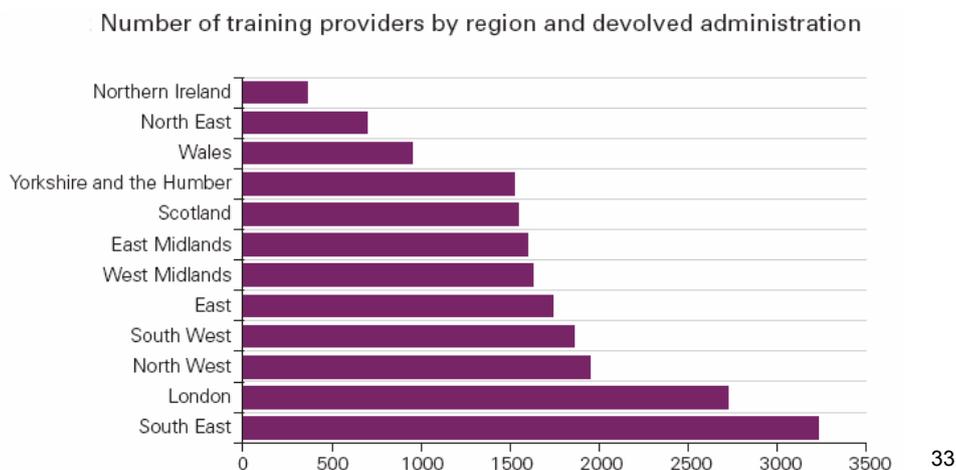
²⁹ *New Horizons II: Networking for success at school and training*: English translation 2009

³⁰ 68% of training providers in the UK had no more than 4 employees: *Source: IDBR 2008*

³¹ 19,565 training providers in Great Britain (Interdepartmental Business Register (IDBR)5 2008);

³² *The Private Training Market in the UK*: IFLL Sector Paper 2: Niace 2009

London and the South that would lead to distortions in representation across the country. ie: with more training organisations to choose from in the South, although many with a small number of employees, the capacity to develop the region may be governed by the availability and willingness of organisations to contribute to the network.



Furthermore, the number of schools and colleges providing education across the UK and, more specifically in England, depends upon population size and geographic location. ie: rural areas including Cornwall, Devon, Cumbria and Shropshire may, it could be argued, have more to benefit from forming a network but, because of a more limited transport infrastructure, would experience greater difficulties in meeting regularly to discuss progress.³⁴ Conversely, cities including Leeds, Manchester and Liverpool would find it easier to meet but may find it of less value to form networks as structures may be already in place in these areas. But, whatever the organisational dynamics, the development of regional networks would certainly enhance the potential to succeed in terms of matching student need with educational provision. However, it would depend upon support from central government and local education authorities, as they would need to a contributory agent for change.

d) Networking and Curriculum Change

*'Secondary education faces large-scale changes aimed at the creation of learning environments intended to stimulate new forms of learning, based on the idea that learning is a social-interactive, contextual, constructive, self-regulated, and reflective process.'*³⁵

³³ *The Private Training Market in the UK: IFL Sector Paper 2: Niace 2009*

³⁴ Network success in more remote regions would depend on good virtual communication strategies and the use of video conferencing and Skype technologies being used.

³⁵ de Kock, Adrianus, Slegers, Peter, Voeten, Marinus J. M: *New Learning and the Classification of Learning Environments in Secondary Education: Review of Educational Research*, Vol. 74, No. 2 (Summer, 2004), pp. 141: American Educational Research Association.

Ideally, the development of networks between educational organisations would influence the way that the curriculum is taught, whether it is delivered via schools, colleges or training organisations. The way in which students expect to learn and the emergence of new methodologies has meant that there has been a shift away from traditional teaching strategies towards a greater recognition of individual learning styles and the integration of new technologies as previously recognised in this paper. However, if the creation of a network is truly ‘an agent for change’ then trainers and teachers will also need access to training that provides them with the opportunity to ‘upskill’ and to develop and introduce new teaching methodologies. So, in terms of introducing networks in England, part of the function of each network would not only to inform educational organisations of the perceived training needs of a specific region but also to share ‘best practice’ in terms of curricular delivery. In terms of physical and human resources this would prove expensive and central government, as the chief funding provider via The Learning and Skills Council would need to allocate further funding to meet this demand. Additionally, it may provide an opportunity for funding to be provided through the network from regional businesses, especially where these are internationally viable organisations with an interest in and, a commitment to, investing in the future of young people of employees. Furthermore, following on the introduction of *The Academy System* in England, provided by commercial education companies, there may also be scope for financial support from organisations already engaged in educational provision at this level.

e) Shared Outcomes

‘What makes any organisation is the sharing of values and goals, supported by its culture, knowledge, practices, strategies, procedures, roles, style of thought and action.’³⁶

While admitting that any organisation is ‘the sum of its many parts’, successfully transferring these values and goals to a network is a complex and difficult process as each organisation is determined to be successful according to its perception of its place in the market. For example: a school will know its catchment area, the type of students it attracts and the curriculum that it wishes to deliver. It will attract additional students through a reputation for success and as a reflection of its cultural values. Like any organisation it is reluctant to share its success with a competitor and is unlikely to trust an organisation that may seek to benefit

³⁶ *New Horizons II: Networking for success at school and training*: English translation 2009

financially from shared knowledge. But successful networking and management depend on trust, and the component membership of a network need to have shared outcomes and trust in the aims of each organisation within the network in order for the network to succeed. Furthermore, research has established that it is very difficult for schools to change their inherited culture: 'Schools have identifiable inherited, classed identities.

While some of these identities do change over time, the social class history of the school is part of its current public persona. Schools that have traditionally served lower income groups find it very hard to change that identity, even when their social-class profile and their rates of academic achievement change.'³⁷ In other words, building a network that is effectively 'an agent for change' will require a substantial amount of trust and recognition that there is a need for shared outcomes in order to benefit all concerned with the development of regional education and training that will improve and enhance the working lives and, by association, the social and family lives of students engaged in the learning process.

³⁷ Lynch, Kathleen and Moran, Marie: *Schools and the Convertibility of Economic Capital: The Complex Dynamics of Class Choice*: British Journal of Sociology of Education, Vol. 27, No. 2 (Apr., 2006), pp. 227: Taylor & Francis, Ltd.

8: Conclusion

Close consideration of this paper shows that while many of the issues discussed would be of value if introduced in England there are a number of factors that would influence the practical implementation of changes in governance and the development of regional networks ³⁸. However, if managed in the right way and with the support of multi-media 'blended learning' methodologies, this project provides an opportunity to 'manage change' and to develop strategies that will have a profound influence on the way that education and training are delivered and on the individual lives of students engaged in this training. With unemployment currently at 7.8%, representing 2.46 million of the UK population ³⁹, and with 'the number of vacancies in the three months to December 2009 at 448,000, up 16,000 compared with the previous quarter' ⁴⁰ there is an opportunity to reflect on, and introduce, new strategies to improve the level and nature of training currently on offer. In many ways, there is a real need for a reassessment of the nature of training required and a re-evaluation of how schools can work in association with other training providers. Additionally, student numbers have risen by 81,000, representing 2.24 million people in the UK, contributing to the 8.05 million who are categorised as 'inactive' by government agencies. ⁴¹ NB: this can be interpreted in one of two ways: that it is good that there are so many students engaged in further and higher education or that 2.24 million students will need to be engaged in full time employment representing a major concern as to whether the training currently on offer matches the manufacturing and business needs of the regions where these people will search for work. Furthermore, there is a real need to provide additional training for teachers and trainers reflecting developments in teaching and learning methodologies that reflect the demands of a changing economy, whether nationally or regionally, ie: an investment in 'training the trainers' must take place before changes in how education and training are delivered to reflect regional needs are implemented. Developments in Italy have shown how this can be approached and sharing knowledge of the methodologies employed is of benefit to all those engaged in education and training in the UK.

³⁸ nb: a review of one English region : Yorkshire and Humberside is included at Appendix 2

³⁹ Published 20th January 2010: The Office for National Statistics

⁴⁰ The Office for National Statistics: 20th January 2010

⁴¹ The Office for National Statistics: 20th January 2010: nb: 'inactive' refers to those not in employment whether as students, early retirees, the disabled or those unable to work aged between 16 and 64

REPORT UPDATE

On 6 May 2010 there was a general election in the UK, which resulted in the formation of a new Government. The new Government has now presented its outline proposals for the reform of the UK education system in the UK and, in a number of instances; they mirror the concerns and aspirations outlined in this report.

Set out below are extracts from a major speech by the new Secretary of State for Education, Michael Gove MP on 16 June 2010.

He stressed the need for greater freedoms for headteachers and schools, the importance of learning from overseas, improved teaching, more intelligent accountability and a curriculum and qualifications system that compares with the best overseas. He stated that:

“..One of the first things we have done is to give professionals more scope to drive improvement by inviting all schools to consider applying for academy freedoms.

But we will now also provide you with the kind of autonomy that has served schools in America, Canada, Sweden and Finland so well and allow all schools the freedom to develop their own curriculum and fully control their own budget and staffing. ..”

He went on to say that:

“...The generation of teachers currently in our schools is the best ever, but given the pace of international improvement we must always be striving to do better. Teachers will be given more control over their careers with the a culture of more teachers acquiring a postgraduate qualification like a masters or doctorate and potential school leaders will acquiring management qualifications..”

As regards the national curriculum he stressed the need for a curriculum with a “simple core” which is informed by best international practice which will be a measure for schools and will also allow parents to ask meaningful and informed questions about progress.

--ooOOoo--

The English Education System (PowerPoint Presentation)



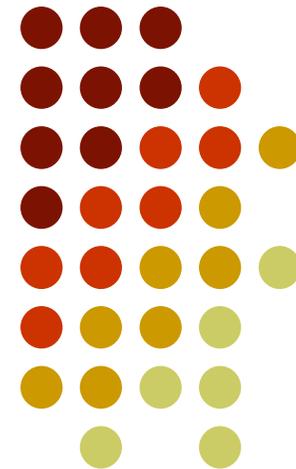
DG Istruzione e cultura

Programma di apprendimento
permanente

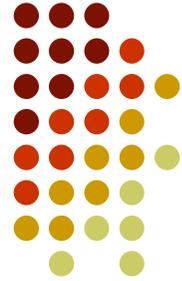


VET GOVERNANCE

Leonardo Transfer of Innovation



LLP-LdV/TOI/08/IT/566



Index:

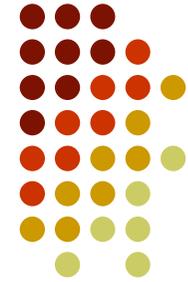
I. The English Education System:

- Local and National Framework
- Legal Framework
- Characteristics
- Conclusions

II. The English Vocational Training System:

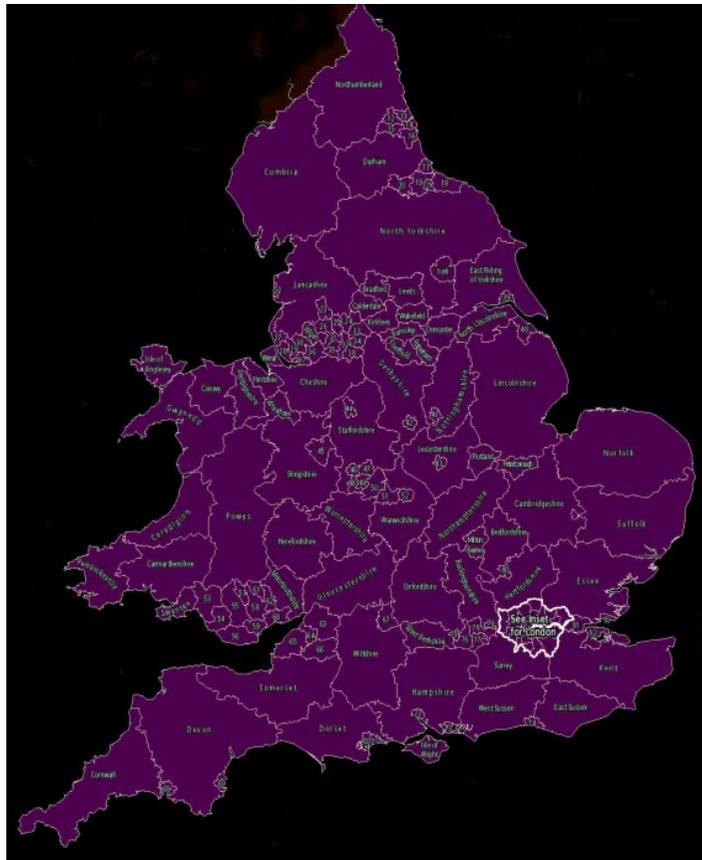
- Objectives
- Priority group
- Main characteristics
- Main providers

I. The English Education System:



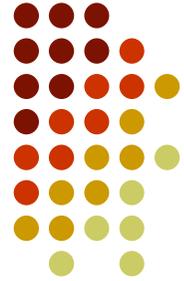
Local and National Framework:

Education in England and Wales is managed by 172 Local Education Authorities (LEA)



Each LEA is responsible for providing FREE education for all: aged 5 –18, complying with curricular standards approved by the National Agency. (The National Curriculum)

I. English Education System:



Schools

Schools are responsible for the financial management of their organisation, receiving national funding for the number of students attending. The average annual expenditure per pupil (Oct 2008) is £4730 in urban areas and £4540 in rural areas.

This is represented by an example of Devon, a largely rural area:

2005-2006: £3840

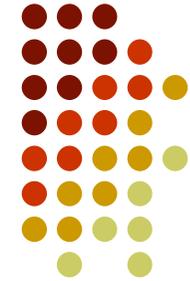
2006-2007: £3980

2007-2008: £4120

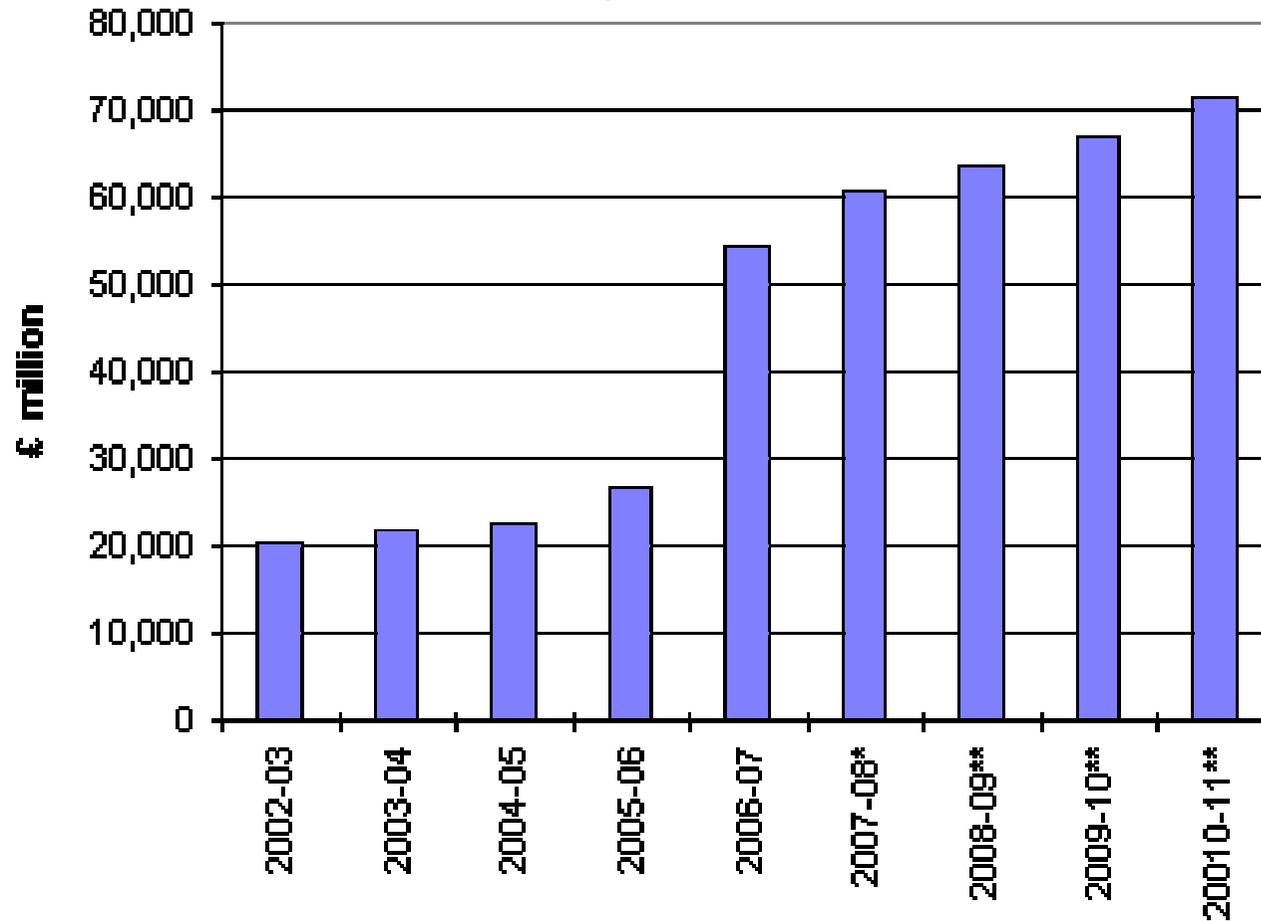
2008-2009: £4150

Indicating a level of funding below the national average.

I. The English Education System:



UK Government Expenditure on Education



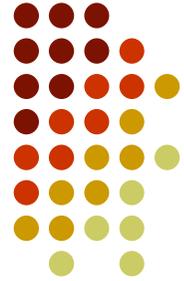
* estimated

** planned

Source: UK Department for Children, Schools and Families



I. The English Education System:



Competences: The National Curriculum

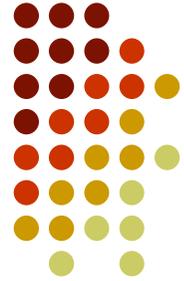
All Schools are required to teach the National Curriculum (NC) The content may be taught using teaching methods appropriate to the children being taught. There is increasing recognition of the need to integrate subjects and to use multi-sensory strategies and new technologies. The exceptions to this are:

- Students aged 16-18 do not follow the National Curriculum but specialise in a number of subjects
- Students with specific learning difficulties or those with physical, emotional or mental disabilities, may be exempt from studying all elements of the National Curriculum.

The Government monitors all aspects of teaching and learning through regular inspections and reporting by OFSTED who 'inspect and regulate to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.' Source: <http://www.ofsted.gov.uk/>



I. The English Education System:



Legal Framework:

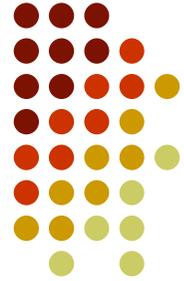
Education Legislation

The fundamental piece of legislation regarding education in England and Wales is the Education Act 1996 (a consolidating act which incorporates the 1944 Education Act and later legislation).

All legislation protects the right 'that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.' (Education Act 1996)

nb: The leaving age for compulsory education was raised to 18 by the Education and Skills Act (2008) The change will take effect in 2013 for 17 year olds and 2015 for 18 year olds.

I. English Education System:



Characteristics:

The English Educational System is structured as follows:

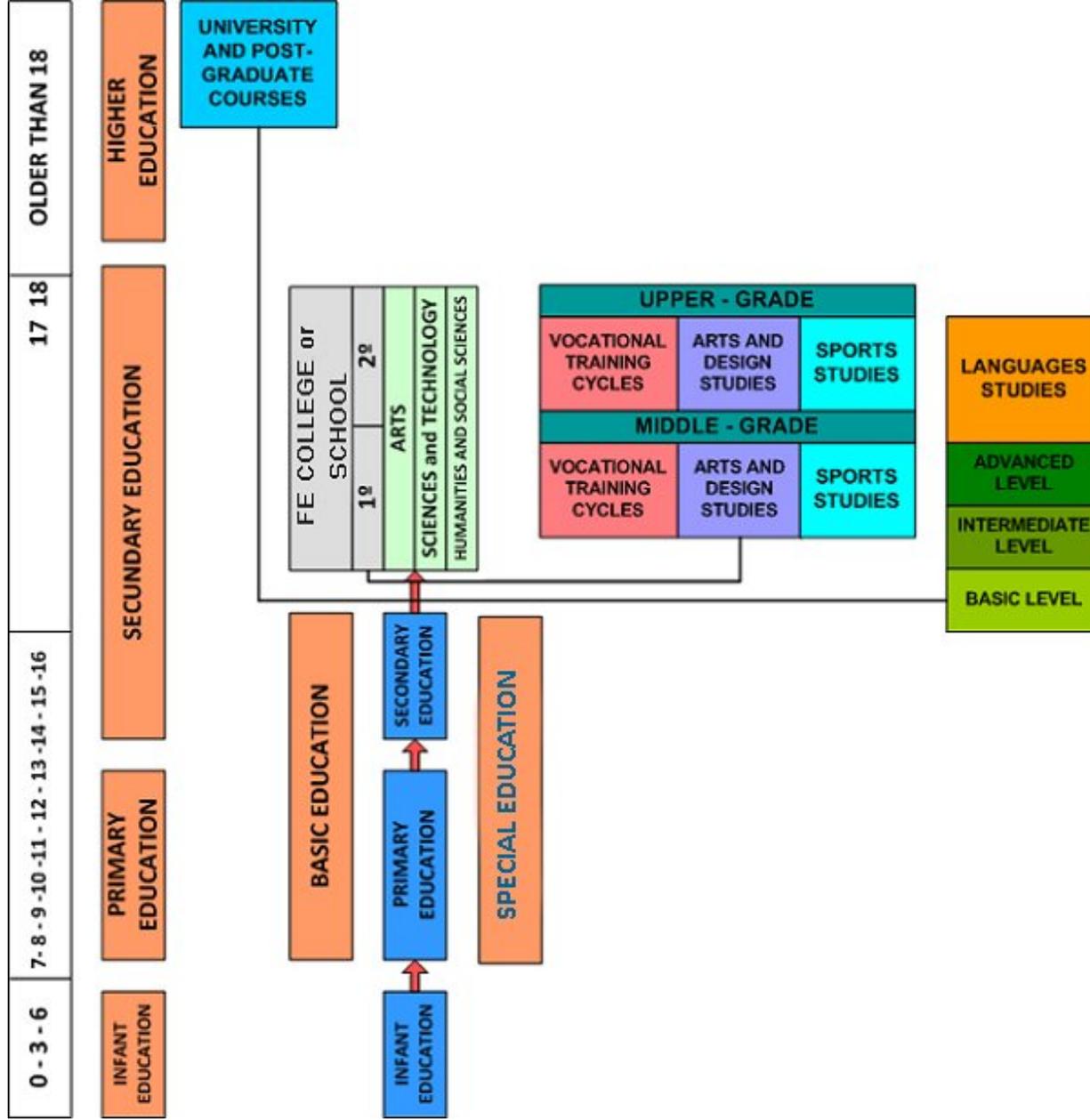
- General education (habitual and related to the ages of students);
- Specialised education (Languages, Arts and Design, and Sports).
- Special Education: for those with physical, mental or learning difficulties.

Education from 5 to 16 is free and compulsory. Education between 16 and 18 is also free and although it is not currently compulsory, most young people attend Colleges of Further Education or schools that offer courses for this age group.

Education is provided by:

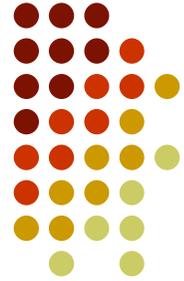
- State Schools, including City Academies providing free education for all.
- Colleges of Further Education providing free education (16-18).
- Private Schools where parents pay for their children's education: Average fees in January 2008: Day attendance: £9069 per year: Boarding/Education: £22,059 per year. Source: Independent Schools Council: Census Report 2008.

I. The English Education System:



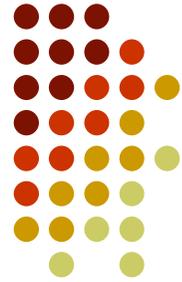


I. The English Education System:



Conclusions:

- ➔ English Education is constantly monitored. It has been argued that this places undue stress on teachers. It has been estimated that teachers in Primary Education (5-11) work 52.2 hours a week and Secondary School Teachers (11-16) work 49.9 hours a week. Source: Office of Manpower Economics March 2008.
- ➔ The Curriculum for 14 –19 year olds is currently being restructured, creating local educational partnerships between Secondary Schools, Special Education Schools and Colleges of Further Education in an attempt to provide equality of opportunity and equal access to resources for all. City Academies, concentrating on specialist areas for 11-18 year olds including Business, ICT, Sport and the Arts, have been introduced.



Introduction:

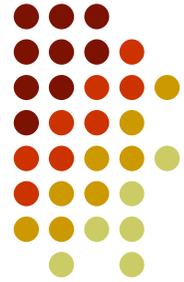
The English Vocational Training System is regulated by The Learning and Skills Council and a number of examination boards, industrial training groups and private training providers.

Its main characteristics are:

1. Objectives
2. Priority Areas
3. Training on Demand
4. Training Programmes
5. Training in Association with Employment
6. Support and accompanying actions for training.
7. Main Providers



II. The English Vocational Training System:



1. Objectives: Learning and Skills Council

The Learning and Skills Council is responsible for planning and funding high quality education and providing training for everyone in England other than those in universities.

Their objectives are to:

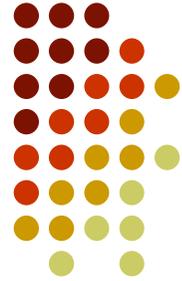
- Raise participation and achievement by young people.
- Increase adult demand for learning.
- Raise skills levels for national competitiveness.
- Improve the quality of education and training delivery.
- Equalise opportunities through better access to learning.
- Improve the effectiveness and efficiency of the sector.



Leading learning and skills



II. The English Vocational Training System:



2. Priority areas: 2009-2010

Improving literacy and numeracy associated with Skills for Life initiative.

Improving adult skills including Integrating employment and skills.

Priority Groups include:

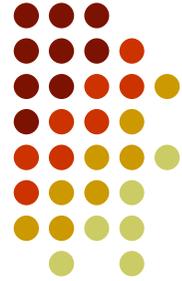
- job seekers, benefit claimants
- prisoners and those supervised in the community,
- public sector employees,
- low-skilled employees
- other groups at risk of exclusion
- those living in disadvantaged communities.

Priority Groups include:

- Young people and Apprentices
- those wishing to improve their skills
- employers and employees involved in
The Train to Gain Initiative
- newly redundant workers
- adult learners and job seekers



II. The English Vocational Training System:



2. Priority areas: 2009-2010

Developing appropriate skills for the 2012 Olympics and Paralympics:

Improving the percentage of people qualified at Level 2 and Level 3:

Priority Area:

Developing a national Olympics and Paralympics strategy that will support the raising of skills across all sectors, creating opportunities for the disadvantaged, creating sustainable resources beyond 2012.

Priority Groups include:

- workers in danger of unemployment
- SME workforces
- All those seeking to raise standards to promote sustained business growth.



II. The English Vocational Training System:



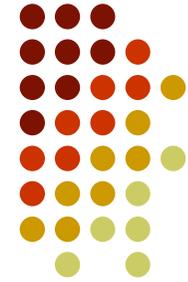
3. Training on Demand:

This training responds to the specific needs identified by companies and workers. It is funded by individual companies, independent workers or government initiatives. Training is provided by a variety of means including:

- in-house training by individual companies and their own staff
- external training companies specialising in specific areas of training
- independent consultants specialising in specific training methodologies
- government accredited agencies
- local colleges and training providers
- Trade Unions and Professional Associations



II. The English Vocational Training System:

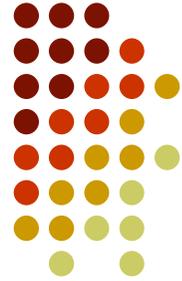


4. Training Programmes:

These programmes are offered by a variety of training providers, often linked to government initiatives and accessible funding. Organisations meeting Learning and Skills Council Priorities may access funding to meet those objectives.

Objective: to provide training to workers or the unemployed, adapted to the needs of labour market, productiveness and competitiveness of companies and the professional objectives of the target group. Specific target groups may attract funding as beneficiaries operating within specific European Projects promoted through initiatives including Leonardo da Vinci, Grundtvig and ESF.

The reintroduction of Apprenticeships is an example of an agreement reached between the Learning and Skills Council and companies that have identified the need for this type of work based training. Apprentices are employed in the workplace and attend training at a local college specialising in their specific trade on a regular basis.



5. Training in association with employment:

- Training actions
- Labour and training public programmes

The training provided is compatible with the skills required for a specific type of employment.

Target group: workers and unemployed people.

6. Support and accompanying actions for training:

- General and sectorial analyses;
- Research and innovation actions;
- Information and professional orientation.

These kind of actions allow to improve the efficiency of the system.



II. The English Vocational Training System:



Characteristics:

Financing:

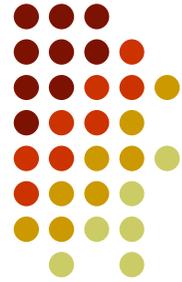
- By individual companies and workers requiring further training
- European Initiatives recognising innovation or specific target groups and skills
- Learning and Skills Council Funding and Government Initiatives Funding
- Contributions from Trade Unions and Professional Associations.

Training Methods:

- In class room
- Distance
- Blended
- e-Learning
- In the workplace

Who is in charge of providing vocational training?

- The Learning and Skills Council: national and regional
- Business organisations and trade unions
- Companies that develop training plans for their workers
- Public or private vocational training centres
- Colleges of Further and Higher Education



Main Providers:

The Learning and Skills Council is responsible for:

- Planning, managing and monitoring the vocational training system at national and regional level.
- Evaluating the impact of the developed training programmes, effectiveness of the training system, suitability of the training activities to companies and workers' needs.
- Identifying priorities and managing the financial structures linked to specific objectives.

Independent Trade Unions and Trade Union organisations (TUC), Professional Associations, Individual Companies and Employer Organisations (CBI) identify training needs and may provide independent funding/training or make recommendations to the funding/training providers.



Thank you for your attention...

Kay, Ian: Portrait of Yorkshire and The Humber: Office for National Statistics 2009

Portrait of Yorkshire and The Humber

By Ian Kay, Office for National Statistics

Key points

Yorkshire and The Humber has:

- average geographic size, population density and birth rate
- more land in national parks than any other English Region
- many areas of low deprivation but twice as many areas of high deprivation
- more manufacturing and less business activities than average
- the lowest productivity (gross value added per hour) of any English region
- the lowest proportion of children travelling to school in a car

Introduction

Yorkshire and The Humber covers 15,408 square kilometres and is the fifth largest region in England. Its population of 5.2 million in 2007 is larger than Scotland's making it the third least populous region in England. Over 80 per cent of the population lives in urban areas with a population over 10,000.

The region has a long eastern coastline facing the North Sea. To the west, the Pennine Hills separate it from the North West region (see [Map 3.1](#)). It is easily accessible from the East Midlands, to the south, via the M1 motorway, A1 and the East Coast main line railway, with the latter two providing easy access from the North East. Just inside the West Yorkshire border with Greater Manchester is the highest motorway in England, where the M62 reaches 372 metres above sea level.

North Yorkshire is the largest of the four sub-regions (NUTS2 areas – see boundary map on page yyy) and largely rural (see [Map 3.2](#)), with 0.6 million residents living in 8,300 square km. Nearly half the entire region's agricultural production comes from North Yorkshire. It also contains the majority of two National Parks – the heather moorlands of the North York Moors and the Pennine hills of the Yorkshire Dales.

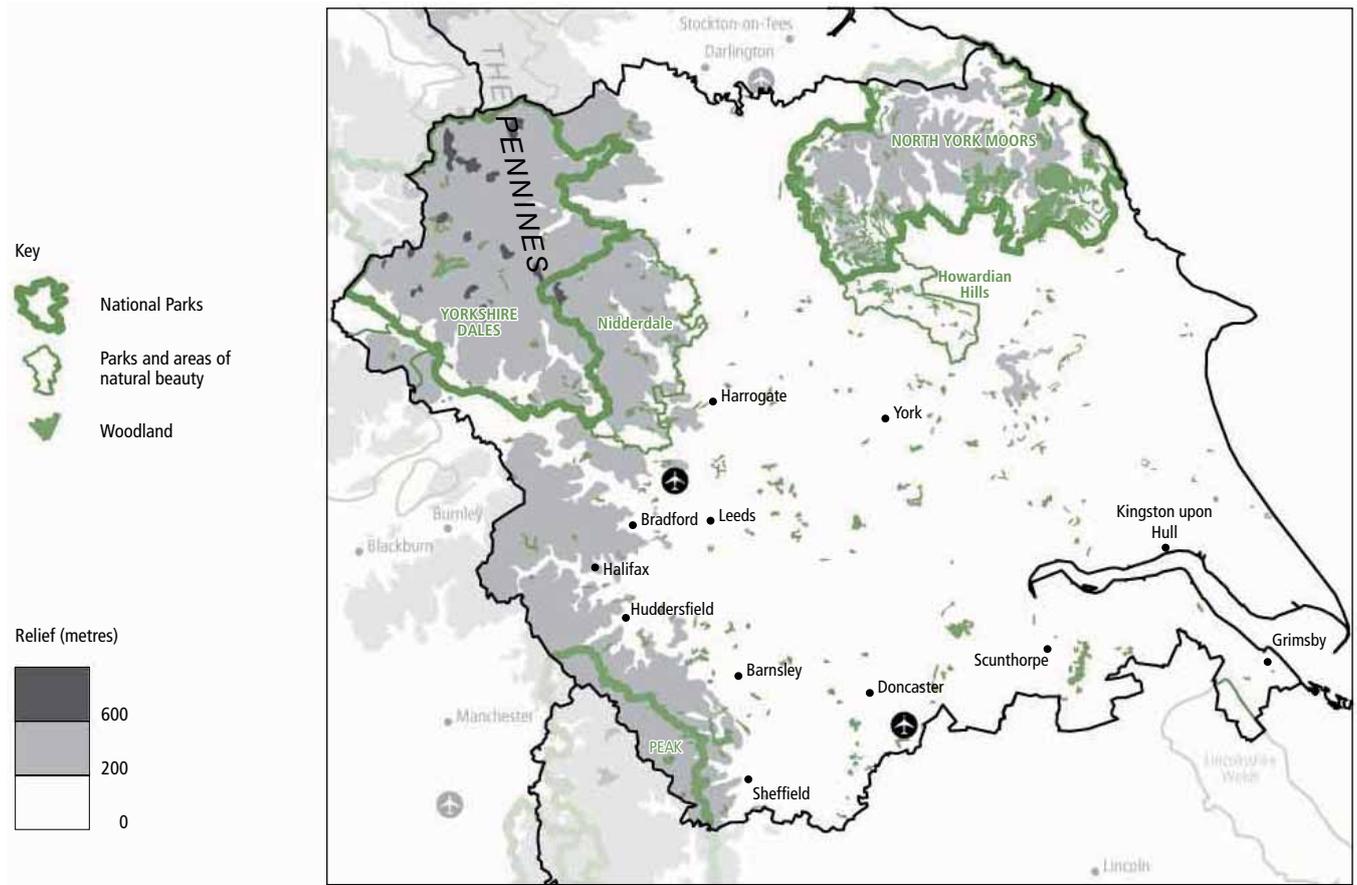
The sub-region of Eastern Yorkshire and Northern Lincolnshire has 0.9 million residents living in about 3,500 square km. A significant industry in the sub-region is manufacturing, which created 28 per cent of its output in 2006, compared with 16 per cent or less in other sub-regions. It contains Grimsby and Immingham, the UK's largest port, which handled 66 million tonnes of goods in 2007. The Humber Bridge connects Kingston upon Hull with Northern Lincolnshire. Built in 1981 its main span of 1,410m was the longest in the world for over 15 years.

Despite containing part of the Peak District, South Yorkshire is the second most densely populated sub-region, with 1.3 million residents in about 1,500 square km. Doncaster is well connected, sitting on the East Coast main line, by the A1(M) motorway and with an airport handling one million passengers in 2007. Sheffield had around 55,000 higher education students in its two universities in 2007/08. South Yorkshire's main industries of coal mining and steel production and manufacturing declined in the late 20th century, as portrayed by the 1990s films 'Brassed Off' and 'The Full Monty'.

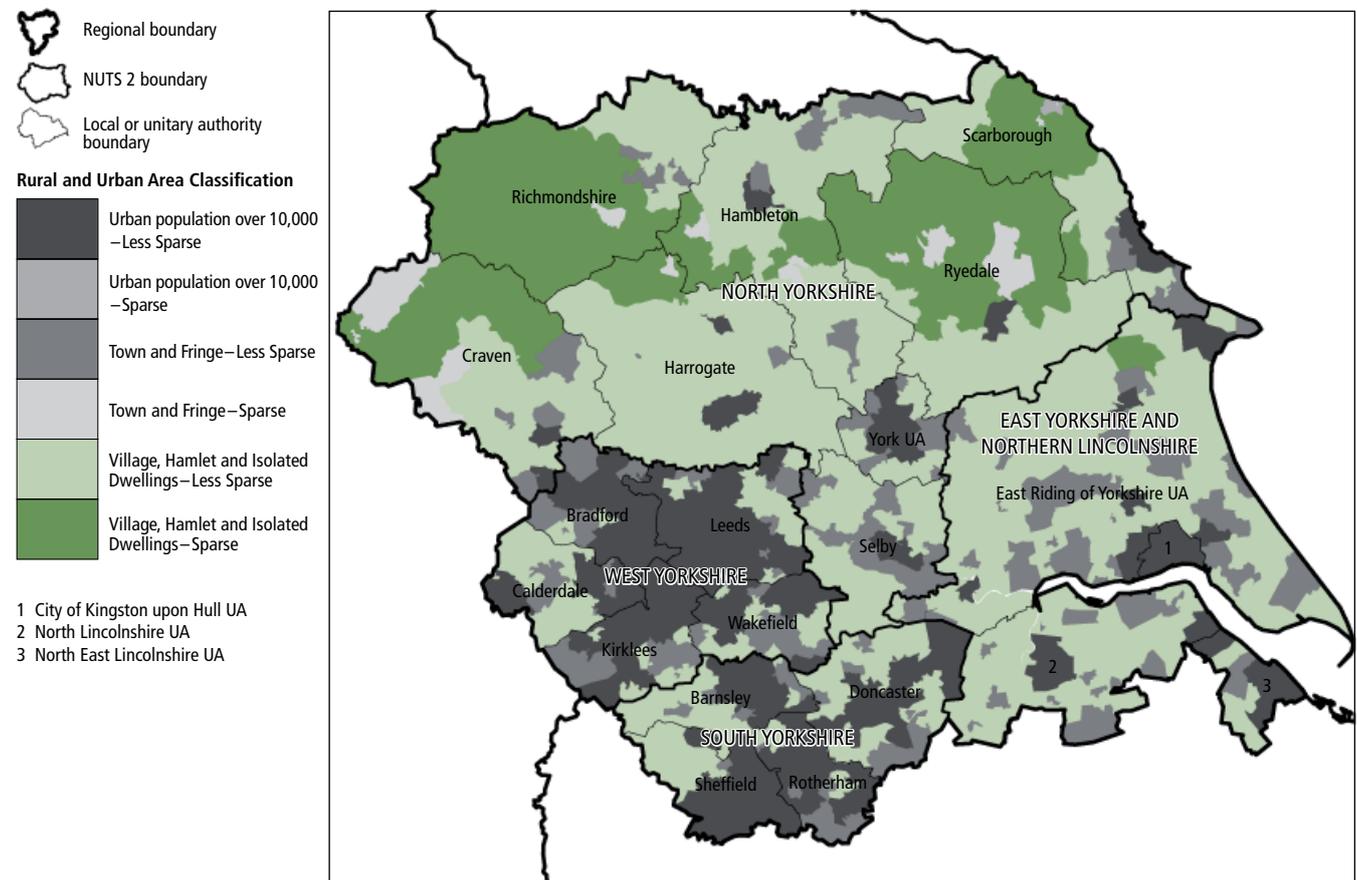
West Yorkshire is the most densely populated of the four sub-regions. Its 2,000 square km contains 2.2 million residents,

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Map 3.1 Yorkshire and The Humber: physical features



Map 3.2 Yorkshire and The Humber: local or unitary authority, NUTS 2¹ sub-regions and Rural and Urban Area Classification²



1 Nomenclature of Units for Territorial Statistics, level 2
 2 By Lower Layer Super Output Area

amounting to over 40 per cent of the total regional population. It also generated 45 per cent (£37.6 billion) of the region's economic contribution (gross value added or GVA) of £82.9 billion in 2006. Leeds-Bradford is the highest airport in England and, with 2.9 million passengers in 2007, the busiest airport in the region (although every other English region has a busier airport). Leeds Metropolitan University, the University of Leeds and the University of Huddersfield in Kirklees had around 80,000 higher education students between them in 2007/08.

Other than the National Parks, tourist attractions in Yorkshire and The Humber include Flamingo Land theme park and zoo in Ryedale, Xscape in Wakefield, York Minster and the National Railway Museum in York, the National Media Museum in Bradford, Eureka!, The Museum for Children in Calderdale, and the National Coal Mining Museum in Kirklees. Domestic tourists spent an average of £1,412 million per year in the region for the years 2006 and 2007, the fifth highest figure for the English regions. However, overseas visitors (tourists, business travellers and those visiting friends and relatives) spent an average of £404 million per year in Yorkshire and The Humber during 2006 and 2007, third lowest of the English regions after the North East and East Midlands. (Online table 3.21). As a proportion of household expenditure by residents, overseas visitors' expenditure in the region in 2006 and 2007 was the lowest of all regions.

The original Yorkshire region designated by the National Rivers Authority had a long-term average annual rainfall of 823 millimetres between 1961 and 1990 (Online table 5.1). This was very similar to the England average (823mm) but less than the North West and South West, which each had over

1,150 mm, and much less than Wales and Scotland, which each had over 1,350 mm.

Population

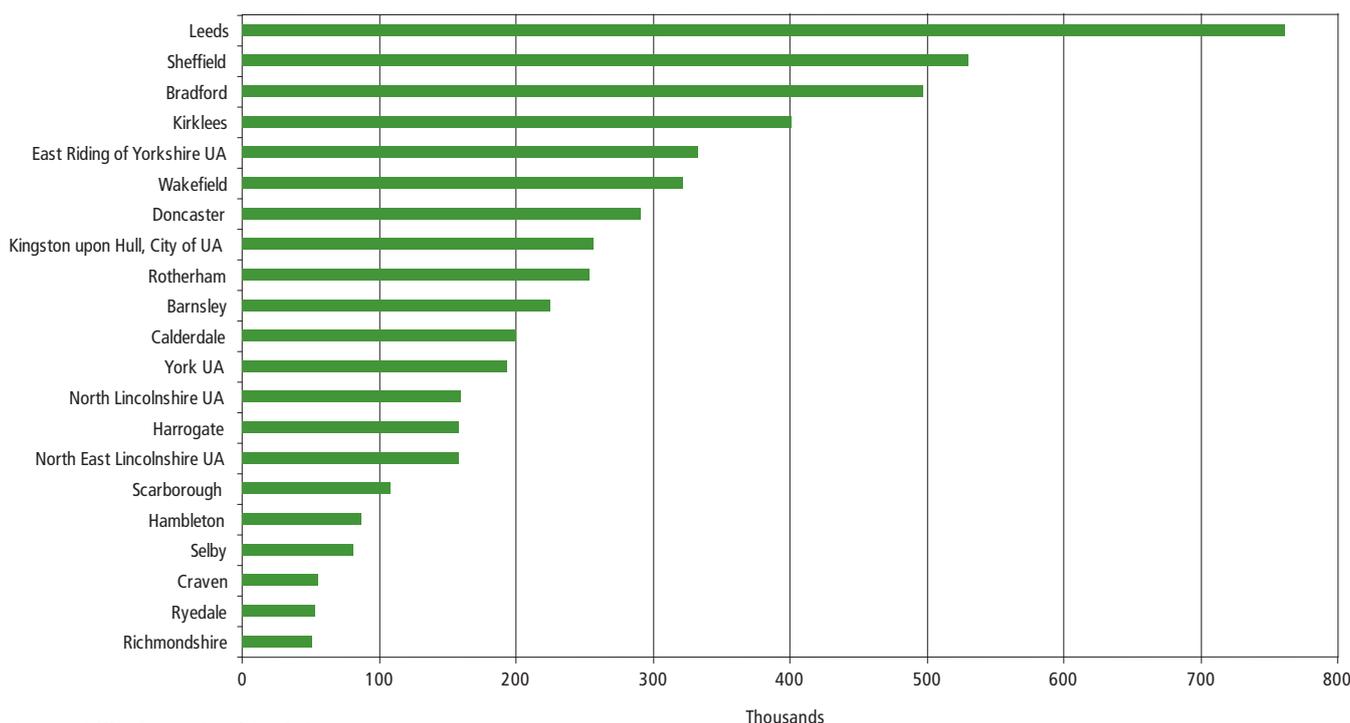
Yorkshire and The Humber had a population of 5.2 million in mid-2007, less than all the other English regions except the North East (2.6 million) and the East Midlands (4.4 million). In total, Yorkshire and The Humber had 8.5 per cent of the UK population in 2007.

The region consists of 21 metropolitan boroughs, unitary authorities or local authority districts, (see [Map 3.2](#)) the fewest of any English region, which means they tend to have large populations. Of the five authorities with the largest populations in the UK in 2007, three were in Yorkshire and The Humber. Leeds, with 760,000, was second only to Birmingham (1,010,000). Then, after Glasgow (580,000), were Sheffield (530,000) and Bradford (500,000) (Online table 1.2). Over a third of the region's residents lived in Leeds, Sheffield or Bradford in 2007.

The local authority with the smallest 2007 population in the region was Richmondshire with an estimated 51,000 residents, although Craven (56,000) and Ryedale (53,000) were not much larger. Apart from the local authorities of North Yorkshire, every authority in the region had over 150,000 residents (see [Figure 3.3](#)).

Population density in Yorkshire and The Humber in 2007 was 336 people per square km, ranking it fifth of the nine English regions. This was below the England average of 392 but above

Figure 3.3 Population of local authorities in Yorkshire and The Humber, mid-2007



Source: Office for National Statistics

the UK average of 251. Population density in the region's authorities ranged from 3,600 people per square km in Kingston upon Hull to 35 in Ryedale. The only other authorities with more than 1,000 people per square km were Sheffield, Leeds and Bradford.

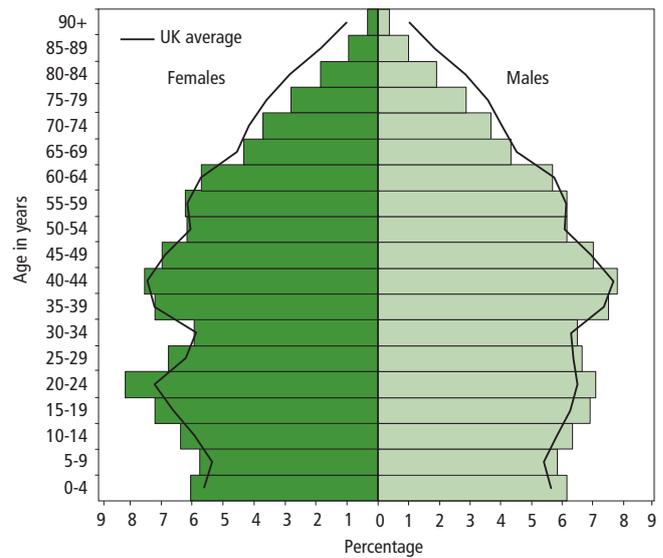
The population of the region increased by 175,400, or 3.5 per cent, between mid-2002 and mid-2007. This was larger than the UK increase of 2.8 per cent, and only the East Midlands and East of England (both 4.2 per cent), South West (4.1 per cent) and Northern Ireland (3.7 per cent) had larger increases. Natural change, being births minus deaths, was 44,100 (25 per cent) of the increase which means most of the population increase was therefore migration from other regions or abroad.

Figure 3.4 shows that net inter-regional migration to the region was small in 2007, with slightly more people leaving for other regions than arriving from other regions. International migration was much larger, with 45 people arriving from abroad per 10,000 residents, the third highest rate after London and the East of England.

The 2006-based population projections estimate a 2026 population of 6.1 million for Yorkshire and The Humber. This is an increase of 960,000 or 19 per cent on 2006, which is more than the equivalent England increase of 16 per cent. The largest three contributions to this increase are 180,000 from Leeds, 130,000 from Bradford and 80,000 from the East Riding of Yorkshire. The only authorities in the region with projected growth rates under 15 per cent are North East Lincolnshire, Wakefield, Hambleton and the four in South Yorkshire.

A higher proportion of Yorkshire and The Humber's population was in the 20 to 24 age band than in the UK as a whole. This applied to both males and females. Otherwise, the mid-2007 population structure for the region was similar to that for the UK (see Figure 3.5). In Yorkshire and The Humber, the number of people of state pension age (979,000) exceeded the number

Figure 3.5 Mid-year population estimates by 5 year age band and sex, Yorkshire and The Humber, 2007



Source: Office for National Statistics

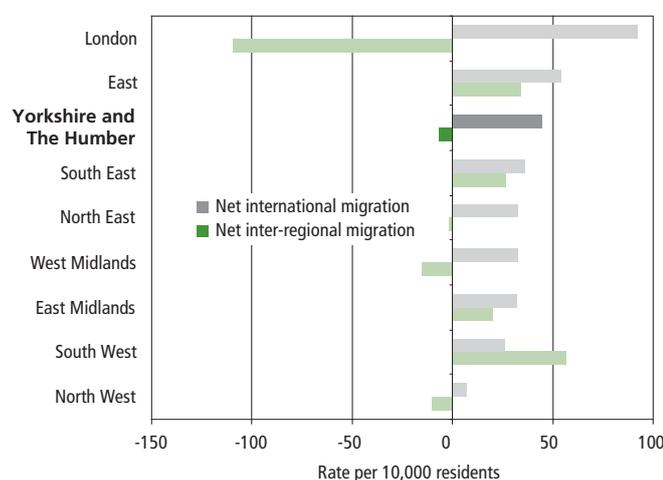
of children under 16 for first time in 2007. This was true for the UK as well. By 2017, the number of people aged 60 or more is projected to exceed the number aged less than 20.

Experimental population estimates by ethnic group suggest that White British people made up 89 per cent of the region's population in mid-2006, more than the England average of 84 per cent (Online table 10.4). Black or Black British people comprised 1 per cent, less than the England average of 3 per cent, and Asian or Asian British people comprised 5 per cent, the same as the England average. The three authorities with the largest proportions of Asian people were Bradford (21 per cent), Kirklees (12 per cent) and Calderdale (7 per cent).

Of the region's residents in 2007, 93 per cent were born in the UK; the North East and South West are the only regions where this proportion is larger. The region had 75,000 residents who were born in Pakistan, one of the largest regional concentrations of this group (along with the West Midlands and London) although this was still only 1 per cent of all residents.

There were 64,200 live births in Yorkshire and The Humber in 2007. The Total Fertility Rate (TFR), which is the average number of children a group of women would have if they experienced the current patterns of fertility throughout their childbearing life, was 1.89 in 2007, sixth highest of the English regions. (Online tables 10.5 and 10.9) At 1.59 and 1.46 respectively, the TFRs for Leeds and York are remarkably lower than all other authorities in the region. The highest TFRs in the region are 2.13 for both Doncaster and Kirklees, and 2.34 in Bradford. (Online table 1.2) Bradford's high rate could be because it had the highest estimated proportion of people of Pakistani ethnicity (16 per cent) of any authority in England in 2006. The 2001 Census showed that UK resident mothers born

Figure 3.4 Net migration per 10,000 residents by region, 2007



Source: Office for National Statistics

in Pakistan had a TFR of 4.7, compared with 1.6 for those born in the UK.

1 Households and housing

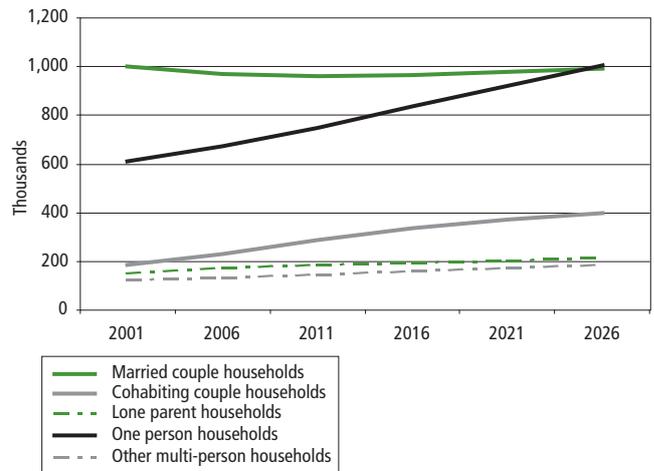
There were an estimated 2.18 million households in Yorkshire and The Humber in 2006, an increase of 110,000 (5.4 per cent) on the 2001 estimate. The number is projected to increase another 610,000 or 28 per cent between 2006 and 2026, more than the England increase of 24 per cent but slightly less than the increases in the East Midlands (31 per cent), East and South West (both 29 per cent).

The average household size in the region is projected to decrease from 2.3 to 2.1 people by 2026, in line with the average change in England. Married couples accounted for 48 per cent of households in Yorkshire and The Humber in 2001 but by 2006 this was projected to decrease to 44 per cent and by 2026 to 36 per cent, maintaining a similar proportion to the England average throughout. One person households are the opposite, increasing from 29 per cent in 2001 to 36 per cent in 2026 (see Figure 3.6).

There were 2.24 million dwellings in Yorkshire and The Humber in 2007, which was 3.3 per cent more than in 2002. The North East and North West were the only English regions with smaller increases in this period. (Online table 7.1)

There were around 16,000 new build completions in 2006/07, more than in each of the previous 15 years. (Online

Figure 3.6 Household projections¹ by household type, Yorkshire and The Humber, 2001–2026

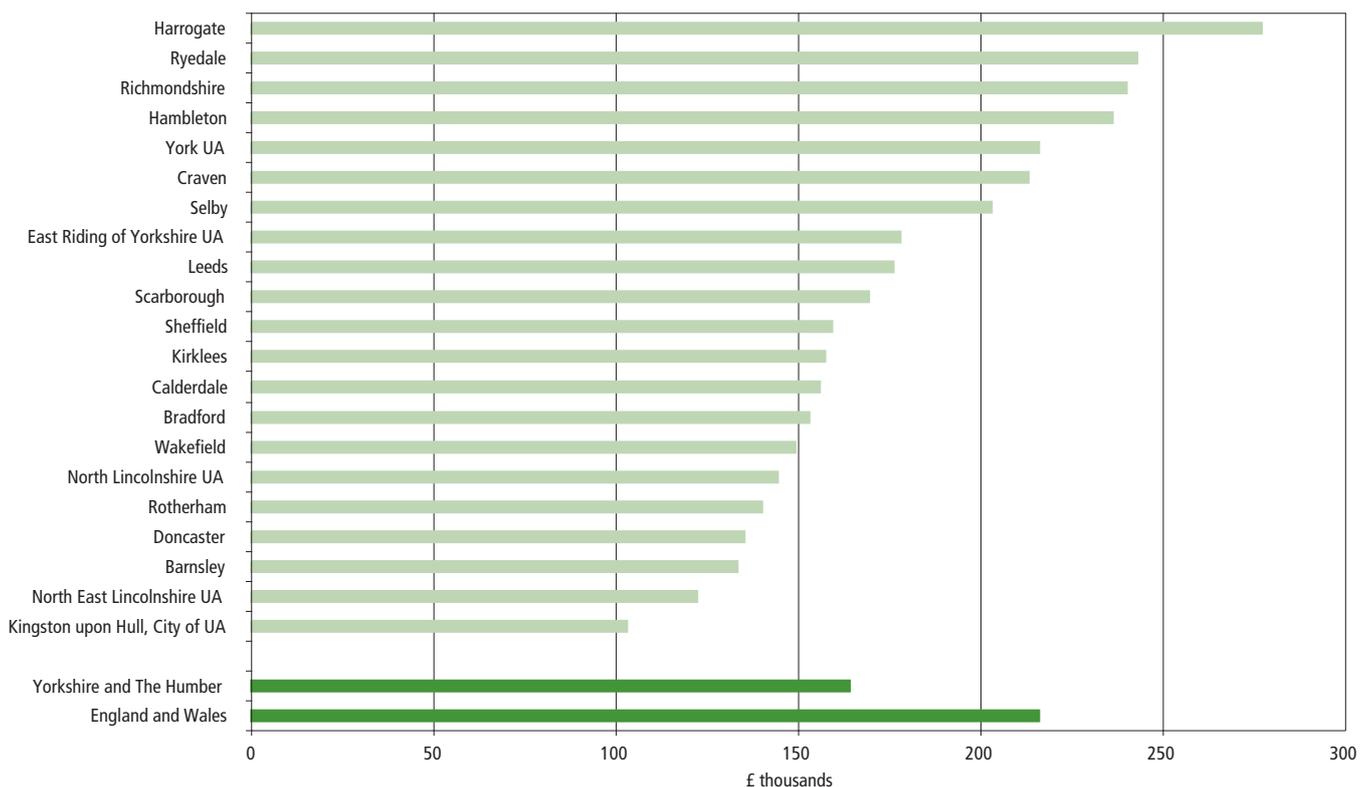


1 Projections are 2006-based.

Source: Communities and Local Government

table 7.2). Almost all (97 per cent) of the new build completions in 2006/07 were for private enterprises. Only 3 per cent were for registered social landlords, the smallest proportion of the English regions, and much less than the highest proportions in London (37 per cent) and the South East (16 per cent). Only 3 per cent were for registered social landlords, the smallest proportion, and much less than the

Figure 3.7 Average dwelling prices by local authority, Yorkshire and The Humber, fourth quarter 2007



Source: Land Registry
Note: Not National Statistics

highest proportions in London (37 per cent) and the South East (16 per cent).

Land Registry dwelling prices in Yorkshire and The Humber in the fourth quarter of 2007 averaged £164,000, much less than the England average of £217,000 but more than the North East (£146,000) and the North West (£163,000). (Online table 7.4)

Kingston upon Hull (£103,000) had the lowest average dwelling price of all the authorities in England, apart from Burnley in the North West region (£101,000). North East Lincolnshire (£122,000) was also in the lowest ten. All the authorities in Yorkshire and The Humber were inside the lowest 100 apart from East Riding, York, Leeds and all the authorities in North Yorkshire other than Scarborough. With £277,000 Harrogate was the only authority in the highest 100. Figure 3.7 illustrates the range of dwelling prices in the region.

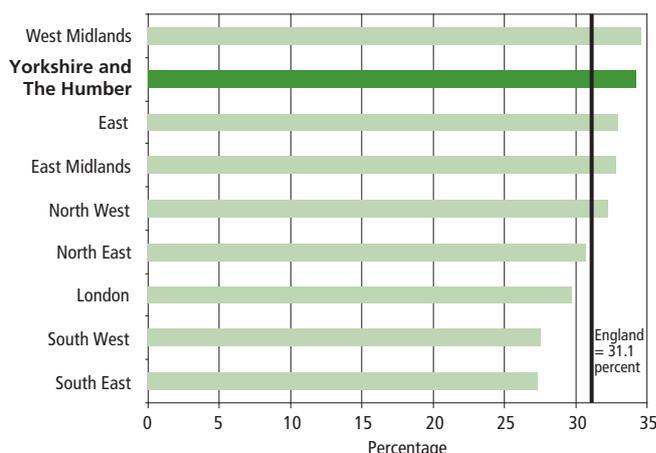
Education and training

In 2007/08, 62.1 per cent of Key Stage 4 pupils achieved five or more grades A*–C at GCSE in maintained schools in Yorkshire and The Humber. This was the smallest proportion of all the English Regions but not very much different to the largest proportion, which was 66.4 per cent in the North East. (Online table 4.8)

The proportion of 16 year olds in post-compulsory education and government-supported training in 2006/07 was 80 per cent, the joint smallest (with the East Midlands) proportion of all English regions, and less than the England average of 84 per cent. (Online table 4.10)

In 2007 the proportion of residents with either no qualifications, or qualifications below level 2, was 34 per cent for those aged 19 to state pension age. Figure 3.8 shows that this was one of the two highest English regions, similar to the

Figure 3.8 Resident population aged 19–59/64 with qualifications below level 2¹, by region, 2007



¹ No qualification or qualification below level 2. (See glossary).

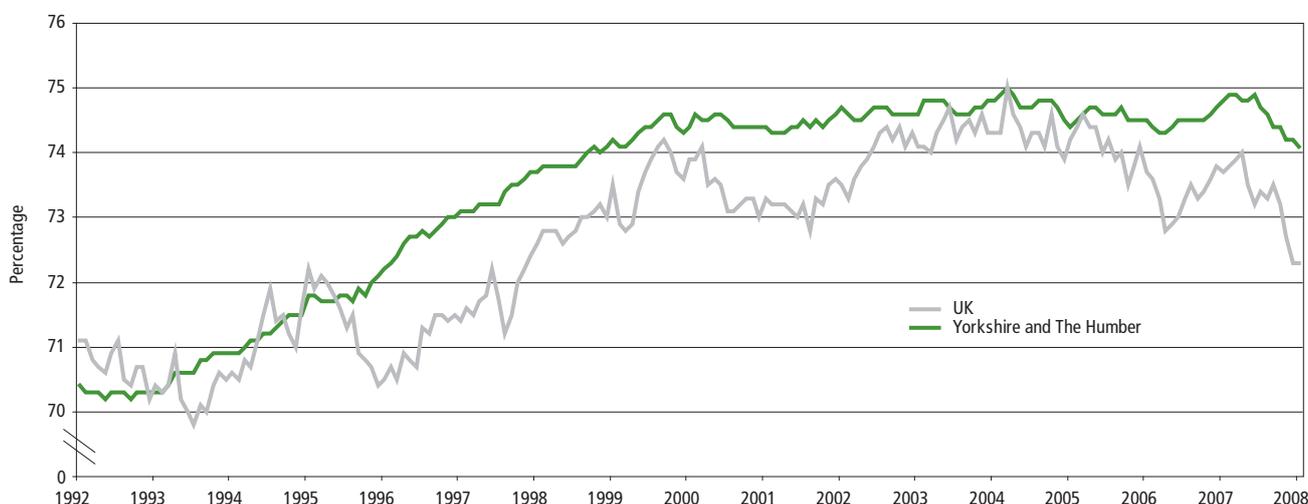
Source: Annual Population Survey, Office for National Statistics

West Midlands (35 per cent). The smallest proportion was 27 per cent in the South East. (See Glossary for definitions of qualification levels.)

The proportion of residents with higher level qualifications (level 4 and above) in 2007 was 25 per cent, for those aged 19 to state pension age, one of the two lowest of the English regions. The largest proportion was 39 per cent for London residents.

For those economically active and aged 25 to 49, the proportion qualified to Level 4 or above in Yorkshire and The Humber in 2007 was seven percentage points below the UK average of 37 per cent. In contrast, for the economically active aged 16 to 24 and also for those aged 50 to retirement age, the proportions were close to the UK average.

Figure 3.9 Working age employment rate, October to December, Yorkshire and The Humber, 1992 to 2008



¹ Seasonally adjusted three monthly data on a rolling monthly basis from October to December 1992 to October to December 2008.

Source: Labour Force Survey, Office for National Statistics

Labour market

In Yorkshire and The Humber, 72.3 per cent of working age people were employed in the final quarter of 2008, the fifth highest rate among English regions. The UK average was 74.1 per cent in this quarter, and Figure 3.9 shows the national average has been higher than the Yorkshire and The Humber figure for over ten years.

Working age employment rates ranged from 65 per cent in Kingston upon Hull to 84 per cent in Harrogate for the year ending June 2008. Ryedale, Leeds and Wakefield matched the region's average of 73 per cent. (Online table 9.18)

The unemployment rate for residents aged 16 and over in Yorkshire and The Humber was 6.6 per cent in the final quarter of 2008, higher than the UK rate of 6.3 per cent (Online table 9.10). Modelled unemployment rates in the region for the year ending June 2008, ranged from 2.8 per cent in Harrogate to 8.8 per cent in Kingston upon Hull. (Online table 9.18)

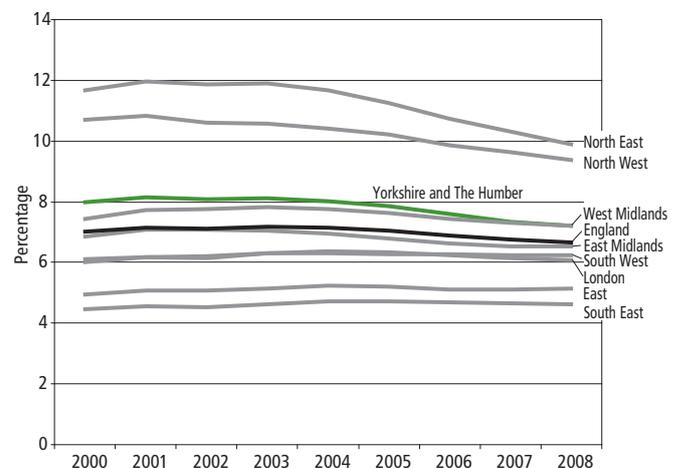
The claimant count rate for residents aged 18 and over as a percentage of the estimated workforce in the region (seasonally adjusted) in January 2008 was 2.8 per cent, 0.3 percentage points higher than the UK average. However, by January 2009, it was 4.6 per cent, 0.8 percentage points higher than the UK average.

In the second quarter of 2008, 21.7 per cent of working age residents were economically inactive, more than the UK average of 20.9 per cent. (Online table 9.15) The three main reasons for being economically inactive in the second quarter of 2008 were looking after their family or home at 28 per cent, long-term sick at 26 per cent, and students at 24 per cent. (Online table 9.16)

Back in the second quarter of 1992, the reasons given for inactivity were different; 40 per cent were looking after family or home, and only 19 per cent were students, while 18 per cent were long-term sick. The long-term sick proportion increased during the 1990s, peaking at 30 per cent in the second quarters of 1996 and 2001 before slowly decreasing. Figure 3.10 shows that incapacity claims have come down in many regions between 2000 and 2008, particularly in the north, although all regions remained in almost the same order. The proportion of incapacity benefit claimants among working age residents of Yorkshire and The Humber amounted to 7.2 per cent in February 2008, slightly more than the England average of 6.7 per cent, but much less than the North East and North West which both exceeded 9 per cent.

Median weekly earnings, including overtime, of full-time employees resident in Yorkshire and The Humber in April 2008 was £444, with £485 for men and £373 for women. (Online table 9.19) These are lower than for all other English regions apart from the North East. This is also true of full-time hourly earnings excluding overtime for the region's residents, at £11.49 for men and £9.82 for women.

Figure 3.10 Proportion of working age residents claiming incapacity benefit, by region, February 2000 to 2008



Source: Department for Work and Pensions

Economy and industry

Yorkshire and The Humber's economy generated £87.4 billion of GVA in 2007, 7.2 per cent of the UK total. GVA per head was £16,900 per resident, or 85 per cent of the UK average, in 2007. This was the lowest apart from the North East, Wales and Northern Ireland. (Online Table 3.1)

Box 1 Measuring Regional Economic Performance

When measuring the economic performance of regions or sub-regions, the following should be considered:

Gross Value Added (GVA) is a good measure of the economic output of a region.

GVA per head, which divides output of those *working* in a region by *everybody living in the region*, should not be used as an indicator of either regional productivity or income of residents.

GVA per hour worked and **GVA per filled job** are the preferred measures of productivity of an area.

Gross Disposable Household Income (GDHI) per head is a good indicator of the welfare of residents living in a region.

Productivity, Income and Labour Market indicators should be used together to provide a more complete picture of regional and sub-regional economic performance.

For further information, see the National Statistician's article 'Measuring regional economic performance' which can be found at www.statistics.gov.uk/cci/article.asp?ID=2103

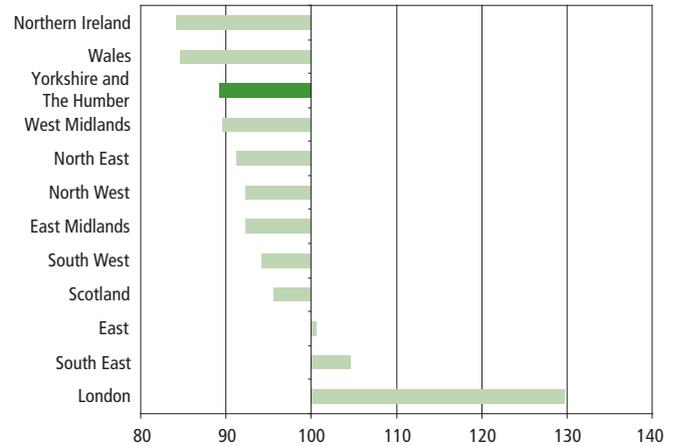
In all four sub-regions, GVA per head was below the UK average in 2006, and lowest of all at 77 per cent of the UK average in South Yorkshire, despite this being the only sub-region with an increase relative to the UK average in the previous five years. (Online table 3.5)

GVA per hour worked is the ONS's preferred measure of productivity and takes into account factors such as commuting patterns and variations in hours worked. Figure 3.11 shows that GVA per hour in Yorkshire and The Humber was 89 per cent of the UK average in 2007, the lowest of all English regions, although it is higher than in Wales (85 per cent) and Northern Ireland (84 per cent). GVA per filled job was 88 per cent of the UK average in 2007, also the lowest of the English regions but higher than in Wales and Northern Ireland. (Online table 3.3)

In 2006, 17 per cent of the region's GVA was from manufacturing, more than the UK average of 13 per cent. Only 19 per cent of GVA was from real estate, renting and business activities, less than the UK average of 24 per cent.

Short-Term Employment Surveys show the June 2008 employment pattern in Yorkshire and The Humber was similar to that for GVA with a higher proportion of employee jobs in manufacturing (14 per cent) than the UK average (11 per cent). Only in the East Midlands and the West Midlands did manufacturing comprise a higher proportion of employee jobs. In contrast, real estate, renting and business activities

Figure 3.11 Labour productivity: gross value added per hour worked, by region, 2007 (UK = 100)

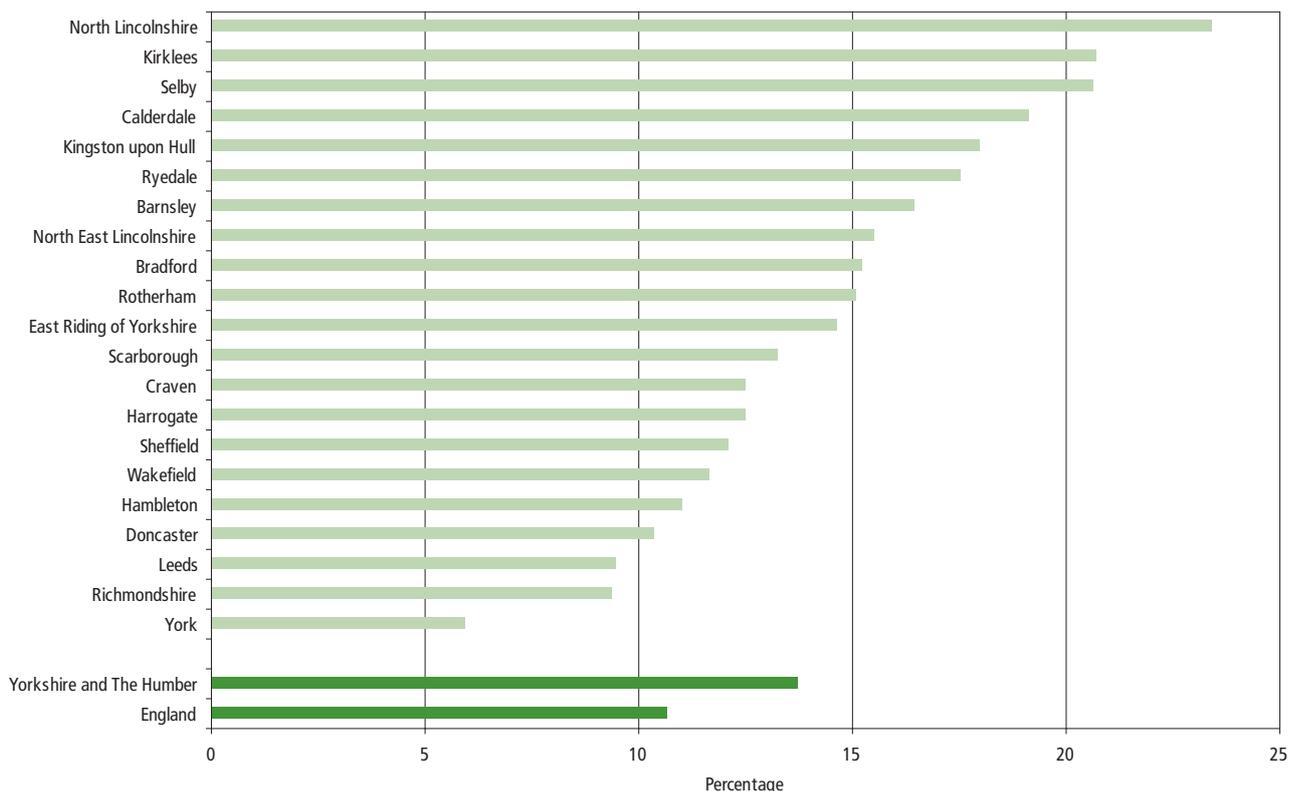


Source: Office for National Statistics

comprised a lower proportion of employee jobs (14 per cent) than in the UK (17 per cent) in June 2008. Only in the North East, Wales and Northern Ireland did this industry group comprise a lower proportion of employee jobs.

Smaller geographies can be compared using the Annual Business Inquiry 2007. East Yorkshire and Northern Lincolnshire

Figure 3.12 Percentage¹ of employees employed in manufacturing industries, by local authority, Yorkshire and The Humber, 2007



1 As a percentage of all employees.

Source: Annual Business Inquiry, Office for National Statistics

had unusually high manufacturing employment (18 per cent) and unusually low employment in real estate, renting and business activities (11 per cent). Manufacturing employment exceeded 20 per cent in three authorities (Kirklees, North Lincolnshire and Selby). Manufacture of food and beverages was 2 per cent of the region's employment as a whole, yet in North East Lincolnshire, Ryedale and Selby it was 7 per cent or more. (See Figure 3.12)

Employment in financial intermediation, excluding insurance and pension funding, was 2 per cent in the region, the same as for England. However for the authorities of Calderdale and Craven, which contain the towns of Halifax and Skipton, it was 9 and 10 per cent respectively. Leeds, with 19 per cent, was the only local authority where real estate, renting and business activities accounted for a higher proportion of employment than the England average of 18 per cent.

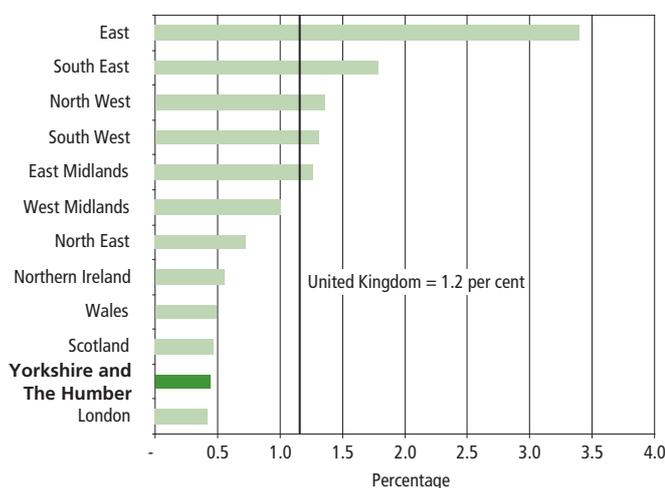
Businesses in Yorkshire and The Humber imported the fourth lowest value of goods (£16 billion) of the English regions in 2007, after the North East, South West and East Midlands, and they exported the third lowest value (£13 billion) after the North East and South West. (Online table 3.17)

Business enterprises in Yorkshire and The Humber spent £417 million on research and development (R&D) in 2007. Figure 3.13 shows that as a percentage of GVA, enterprises in Yorkshire and The Humber and London spent the least on R&D in 2007. (Online table 3.19)

Disadvantage

Figure 3.14 shows that, according to the 2007 Index of Multiple Deprivation (IMD2007), Yorkshire and The Humber had twice

Figure 3.13 Business enterprise research and development expenditure as a proportion of gross value added, by region, 2007



Source: Office for National Statistics

as many Lower Layer Super Output Areas (LSOA) in the most deprived quintile (20 per cent) in England as in the least deprived. However the North East and the North West had higher proportions than Yorkshire and The Humber in the most deprived quintile.

Box 2 Index of Multiple Deprivation 2007

The Index of Multiple Deprivation (IMD) provides a summary measure of relative deprivation at Lower-layer Super Output Area (LSOA) level in England. The IMD aims to provide a nationally consistent measure of how deprived an area is by identifying the degree to which people are disadvantaged by factors such as low income, unemployment, lack of education, poor health, and crime. Particular points to note:

- not all deprived people live in deprived areas and conversely, not everyone living in a deprived area is deprived; the indicators identify areas with characteristics associated with deprivation – not deprived people
- the indices should not be used as a measure of affluence. A lack of income deprivation does not necessarily equate to affluence

The indices provide a relative measure of deprivation and therefore cannot be used to determine *how much* more deprived one LSOA is than another.

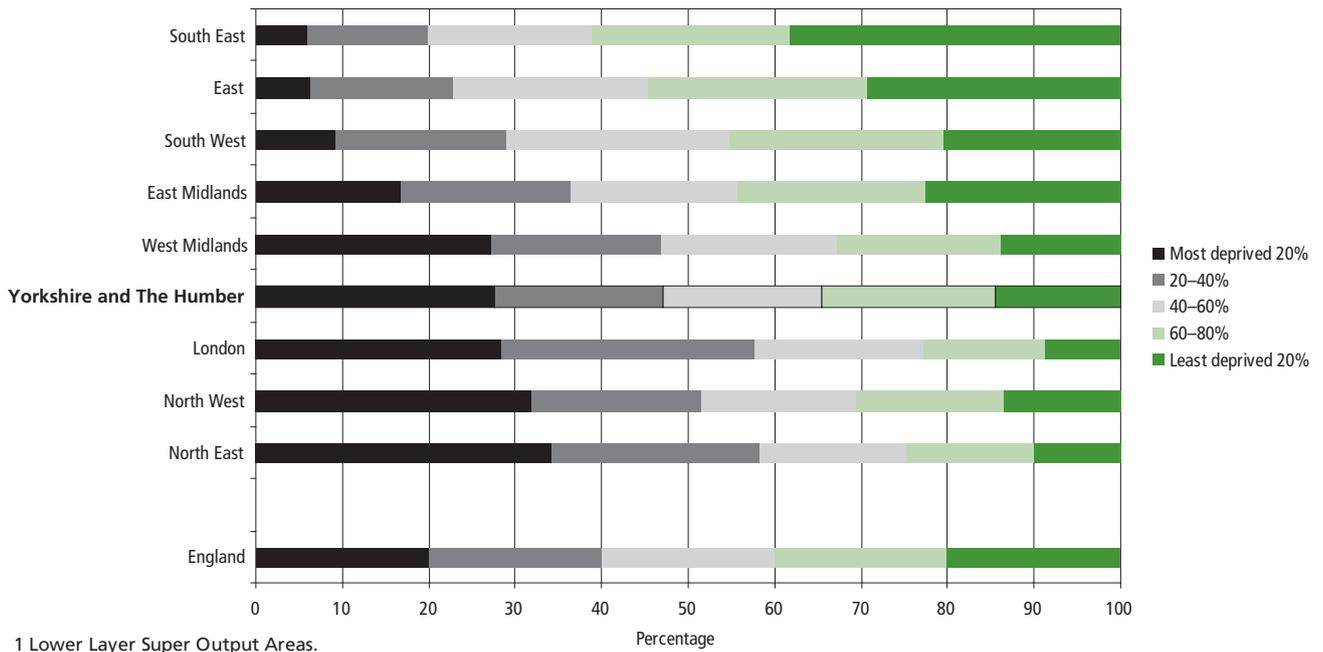
This article uses the rankings of all LSOAs in England, which have been divided into five equal sized groups, or quintiles. In England 20 per cent of LSOAs are in the most deprived quintile and 20 per cent in the least deprived quintile and so on. If an area (region or local authority) had the average distribution of deprivation they would have 20 per cent of LSOAs in each quintile.

For more information on the IMD see article on page 93 and the Communities and Local Government website: www.communities.gov.uk/indices

Figure 3.15 then shows the same distribution but within all the authorities of the region. Kingston upon Hull had over half of its LSOAs in the most deprived quintile, and was the only authority with no LSOAs in the least deprived quintile. This may be caused by the outer boundary of Kingston upon Hull lying relatively close to the city centre compared with other cities in the region. It has by far the highest population density in the region and is the only district in the region where 100 per cent of output areas (OA) are urban, which may contribute to its low employment rate.

Other authorities with a high proportion of LSOAs in the most deprived quintile are Bradford and North East Lincolnshire, followed by the four authorities of South Yorkshire. In contrast the North Yorkshire authorities, with the exception of

Figure 3.14 Distribution of LSOA¹ rankings on the 2007 Index of Multiple Deprivation, by region



Scarborough, all had low proportions of LSOAs in the most deprived quintile.

In 2008, 16 per cent of children in the region lived in workless households, dependent on benefits. Over the years 2004 to 2008, this proportion remained close to the England average and less than in the North East, North West and London. (Online table 8.6)

Health

Female life expectancy was 81.1 years for 2005 to 2007, the third lowest of the English regions. (See Figure 3.16) This is between the England average of 81.7 years and the lowest figure of 80.4 years in both the North East and North West. For males life expectancy was 76.9 years in Yorkshire and the Humber, joint third lowest along with the West Midlands, and

Figure 3.15 Distribution of LSOA¹ rankings on the 2007 Index of Multiple Deprivation, for local authorities in Yorkshire and The Humber

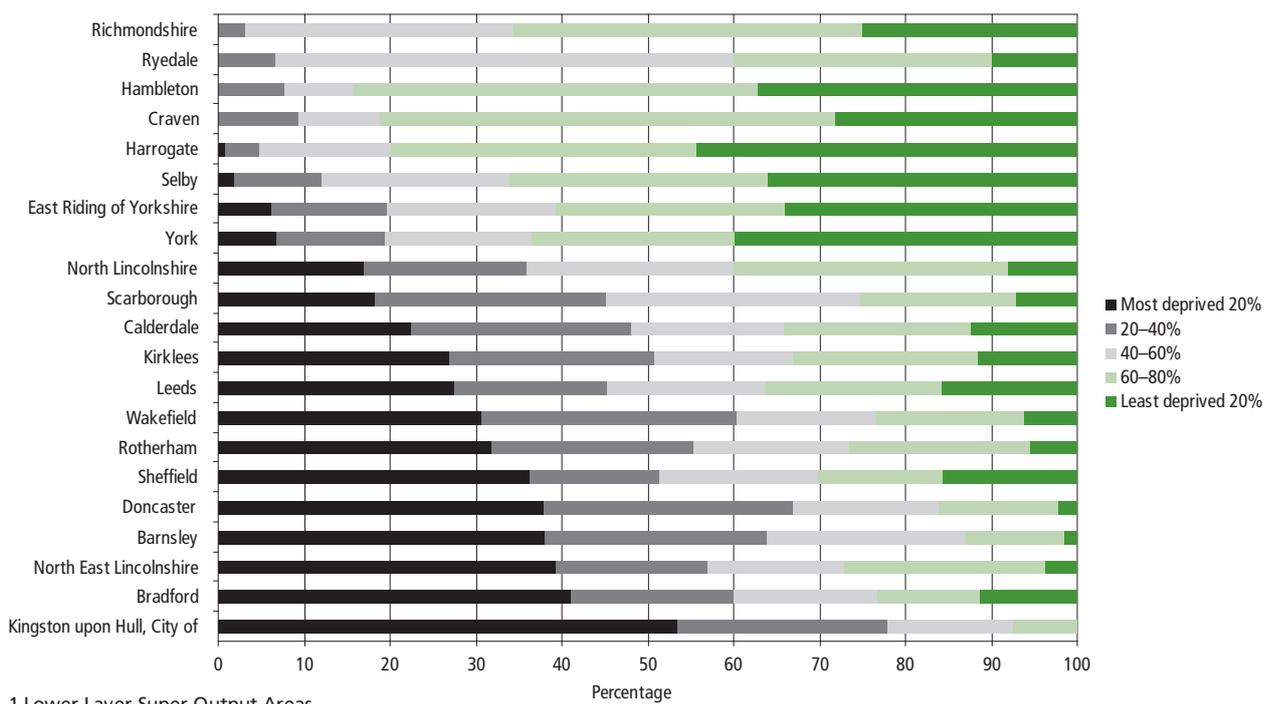
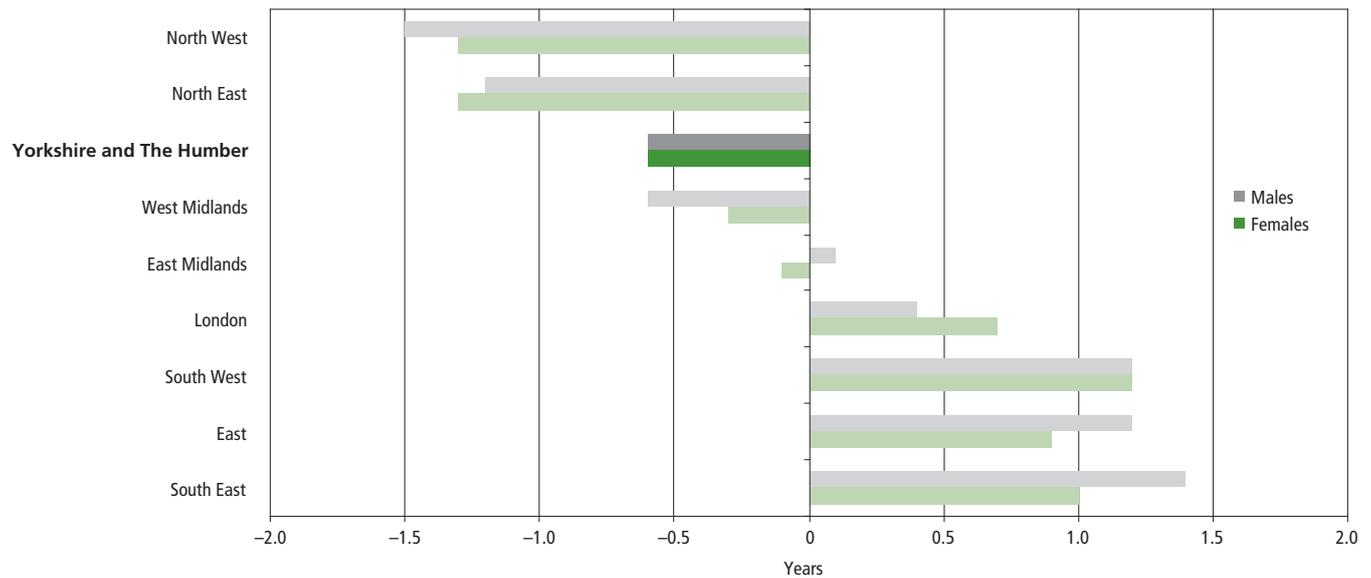


Figure 3.16 Difference in life expectancy at birth between the regions and the England average, 2005 to 2007



Source: Office for National Statistics

again between the England average of 77.5 and the North East and North West (76.3 and 76.0 respectively). (See Figure 3.16) It should be noted that these figures are calculated using region of death not at birth.

Kingston upon Hull was the only local authority in the region to appear in the ten authorities with the lowest life expectancy in England for both males and females. The highest female life expectancy in authorities in the region was 83.4 in Hambleton. For males it was 79.7 in Craven. Both were just outside the 50 authorities with the highest rates in England.

Age standardised mortality rates for the region show 866 deaths per 100,000 residents in 2007, compared with 809

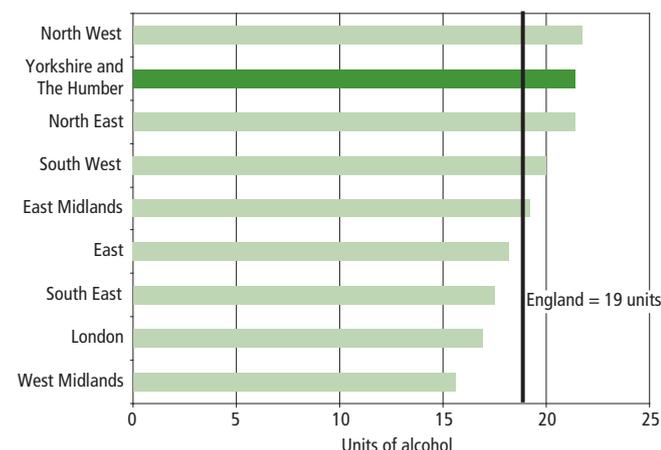
for England. This mortality rate is the third highest of the English regions, after the North East and the North West, and this also applies to the rates for circulatory disease, respiratory disease, and cancer. (Online table 6.4)

At 21 units per week, male alcohol consumption was joint second highest after the North West in 2006. (See Figure 3.17) The female rate in the region, at 11 units per week, was the highest of all English regions. (Online table 6.15) Almost a quarter of adults smoked cigarettes in 2006. For women (24 per cent) the region was joint third highest in England after the North East and North West. For men (24 per cent) the region came joint fourth highest after the North East, North West and West Midlands. (Online table 6.14)

There were 4,700 conceptions in 2006 to females aged under 18. The under-18 conception rate was 47 per 1,000 women aged 15 to 17, the second highest rate after the North East (49), and well above the England average of 41. The proportion of under-18 conceptions that led to a legal abortion was 44 per cent, the third lowest after the North East (41 per cent) and East Midlands (43 per cent), and lower than the England average (49 per cent). (Online table 10.12)

Yorkshire and The Humber had an infant mortality (deaths under one year) rate of 5.6 per 1000 in 2007 (Online table 6.3), second highest after the West Midlands (5.9 per 1,000). The region's proportion of live births weighing under 2.5 kg (7.8 per cent) was also the second highest after the West Midlands (8.5 per cent) (Online table 6.2).

Figure 3.17 Alcohol consumption among men aged 16 or over, by region, 2006



Source: General Household Survey, Office for National Statistics

Transport

The average distance travelled per person per year in Yorkshire and The Humber by all modes of transport during 2005 to 2006 was 7,190 miles, close to the Great Britain average of 7,170 miles. Average mileage in cars and other private road vehicles was 6,090 miles per person per year, or 85 per cent of travel by all modes, with the rest mainly rail (390 miles), bus (290 miles) or walking (200 miles). (Online table 11.4)

The usual method of travelling to work for 73 per cent of residents in the fourth quarter of 2007 was a car, van or minibus. (See Figure 3.18) This is slightly above the England average (69 per cent), although still joint third lowest among the regions (with the North East), after London (36 per cent), and the South East (72 per cent) (see Figure 3.18). Conversely, Yorkshire and The Humber's residents are slightly more likely than average to get to work by bus or coach (8 per cent), below London (15 per cent), and about the same as regions from the Midlands northwards. (Online table 11.7)

The proportion of five to 16 year olds resident in the region who went to school in a car in 2005 and 2006 was 25 per cent, the smallest of all the English regions. The proportion walking to school was 55 per cent, well above the England average of 46 per cent. (Online table 11.8) The average journey length to school was 1.4 miles for five to ten year olds, close to the England average (1.5 miles). For 11 to 16 year olds it was 2.8 miles, less than the England average of 3.1 miles, and shorter than all regions apart from the North West (2.7 miles).

Environment

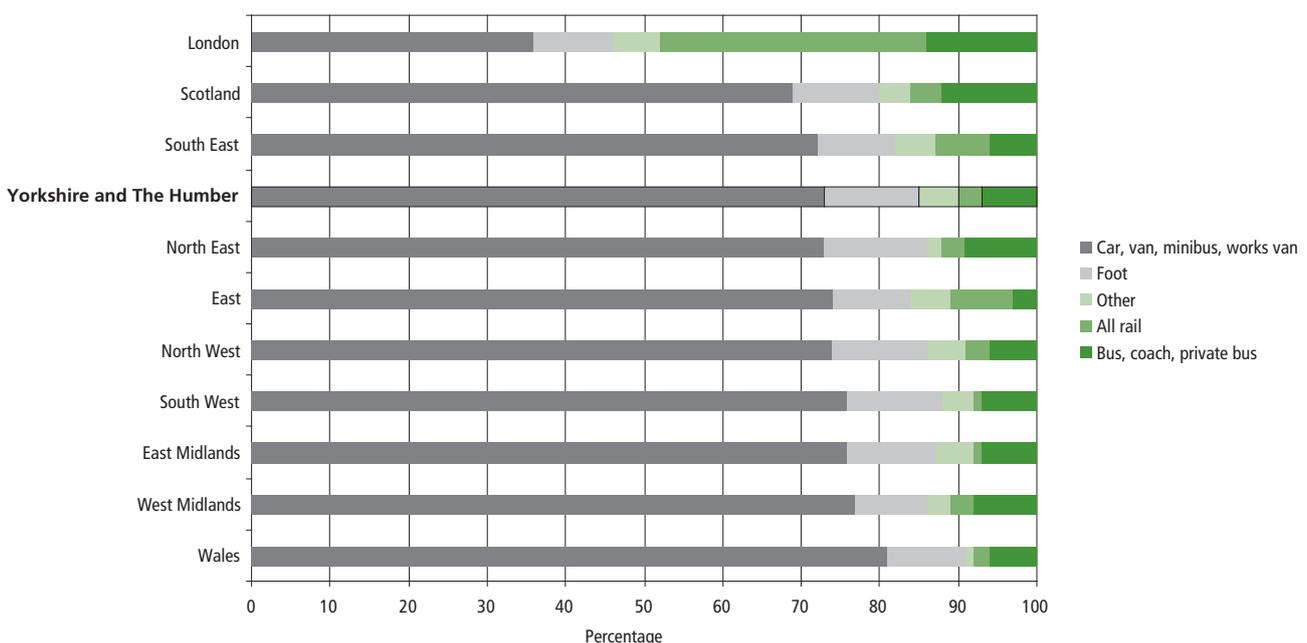
National park land amounts to 3,150 square km of Yorkshire and The Humber. Twenty per cent of the region's land is in a National park, compared with a UK figure of 8 per cent. (Online table 5.8) In contrast only 6 per cent of the region's land is in an Area of Outstanding Natural Beauty (AONB), compared with 13 per cent for the UK.

Of properties in Yorkshire and The Humber, 12 per cent have at least some risk of flooding, second highest of the English regions after London. However, only 1.8 per cent carry a significant risk, slightly below the average for England. Authorities in the region with the highest proportions of properties with at least some risk are Kingston upon Hull (97 per cent), North East Lincolnshire (53 per cent) and East Riding of Yorkshire (28 per cent).

In several places in East Riding of Yorkshire, coastal erosion has moved the coastline over 100m inland in the last 50 years.

Carbon dioxide emissions on an end user basis were 10.4 tonnes per resident in 2006, more than any English region other than the North East (12.7). Most of the difference between Yorkshire and The Humber's figure and the UK average of 8.8 tonnes reflects the use of process gases by the industry and commercial sector. Over 10 per cent of emissions were from this sector in Yorkshire and The Humber, the North East and Wales, but no more than 0.3 per cent in other English regions and other countries of the UK. (See also Map 9.9 on page 152)

Figure 3.18 Usual method of travel to work by region of residence, fourth quarter 2007



Source: Labour Force Survey, Office for National Statistics

An average of 318 kg of waste per household was recycled in 2006/07, amounting to 27 per cent of all waste, less than the England averages of 371 kg and 31 per cent, but considerably more than the region's 2003/04 proportion of 15 per cent. The amount of glass recycled in 2006/07 was 33 kg per household, less than in all regions except London at 22 kg per household (Online table 5.12)

Crime and justice

British Crime Survey data (see Figure 3.19) show that the Yorkshire and The Humber household crime rate of 3,200 per 10,000 households in 2007/08 was the highest apart from the North East (3,300). The personal crime rate of 900 per 10,000 adults was the highest apart from London (1,100). (Online tables 2.1 and 2.2).

Recorded crime figures (Online table 2.3) gave a similar picture with 521,000 offences in 2007/08, or 10,100 per 100,000 population, which was the highest apart from London (11,600), and more than the England average of 9,100. With 1,700 recorded burglaries per 100,000 households in 2007/08, the region had the highest rate apart from London (1,900) and more than the England average (1,300). Meanwhile, violence against the person had a rate of 1,800 recorded offences per

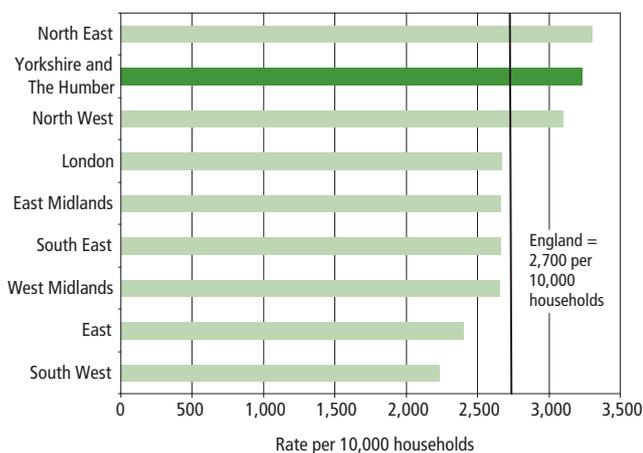
100,000 residents. Although this was the same as the England average, only London (2,300 per 100,000) had more. (Online table 2.3)

No police force area in England had a lower recorded crime rate than North Yorkshire's 6,400 per 100,000 population in 2007/08. In contrast, South Yorkshire (11,300), Humberside (10,700) and West Yorkshire (10,600) all had higher rates than the England average. The criminal damage rate for South Yorkshire was 2,700 per 100,000 population, the highest in any England and Wales police force area apart from Cleveland. (Online table 2.4)

Detection rates (the ratios of offences cleared up to offences recorded) in 2007/08 ranged from 93 per cent for drugs offences to 14 per cent for criminal damage. All but one of the detection rates were within four percentage points of the England average. The exception was robbery, which was 28 per cent, compared with 20 per cent in England. (Online table 2.5)

120,000 people aged 18 or over were found guilty of offences and sentenced in 2007, which is 29 per 1,000 adult residents, slightly below the England average (31 per 1,000). This was true for both men and women (48 per 1,000 and 12 per 1,000 respectively). Of those found guilty in Yorkshire and The Humber in 2007, 62 per cent of men and 77 per cent of women were fined, both below the England averages of 68 and 79 per cent respectively. (Online table 2.10)

Figure 3.19 Crimes committed against households, by region, 2007/08



Source: British Crime Survey, Home Office

Immediate custodial sentences in 2007 comprised 9 per cent of outcomes for men and 3 per cent for women (matching the England averages), making a total of 9,400 immediate custodial sentences. Of those immediate custodial sentences, 68 per cent for men and 74 per cent for women were for a year or less, both less than for England at 71 and 81 per cent respectively. (Online tables 2.9 and 2.10)

Courts issued 442 Anti-Social Behaviour Orders in 2006, or 86 per million residents, more than the England average of 50 per million residents and more than in all other regions of England. (Online table 2.6)

The March 2008 police service strength of 12,800 officers on ordinary duty corresponds to one officer to 400 people in the region, fewer than the England average of one per 380. Its rate of 93 special constables per 1,000 police officers is below the England average of 102 but far from the extremes of 61 in the North East and 164 in the East. (Online table 2.13)

Focus Group 1

General considerations underlying the completion of testing of good practices covered by the Leonardo project innovation transfer LLP-LdV/TOI/08/IT/566 (2008-2010) were discussed in a Meeting in London on 20th April 2009 and reflect the overall content of this report.

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UK FOCUS GROUP COMMENTS

Introduction

Given that parents know their children better than anyone else recent reforms in the England have focussed on giving more power relating to the education of children to parents.

Legislation has given parents “league tables” that set out how well a school is doing academically which will help them choose the school that is right for their son/daughter. Schools are allowed to compete for pupils which was meant to drive up the standard of education throughout the whole education system.

Unfortunately research has shown that this has not worked. For example literacy and numeracy standards in primary schools (5-11 years) have not improved in the past 12 years. Although the GCSEs and A levels passes (16-18 years) have been rising it is suggested that this is due to a couple of factors (1) grade inflation and (2) schools pushing pupils to easier subjects.

The gap between the examination results of rich and poor pupils has not narrowed and the three “pillars” of the new approach to education

1. Information
2. Diversity
3. Choice

are not achieving what was expected of them.

1: Information

As regards the information available to parents this is based on “Standard Assessment Tests” (SATs) in English, mathematics and science taken by pupils when they reach the ages 7, 11 and 14. These tests are imperfect and do not reflect the true picture of how well a school is performing. For example a school with a large proportion of disadvantaged pupils may well be starting from a very low base but might have performed extremely well but still comes low down on a “league” table compared to other schools in the area who may have a much lower number of disadvantaged pupils. This therefore does not reflect how well an individual school is performing. Headlines are what parents are looking for “..Which schools are at the top of the table..” is what parents tend to look for, not investigate the detail behind the raw data which is very complex and confusing.

It is therefore in the interests in the schools to shun the more disadvantaged pupils in favour of more academically able ones in order to move up the league table. The higher up the league table the better teachers the school can attract and the more Government funding the school can secure and the higher up the table you go. To achieve these aims a number of schools have manipulated the Government-set admission rules.

As regards the 2008 tests School Headmasters and opposition MPs throughout the UK argue that they have lost confidence in the marking of the tests and many are calling for them to be scrapped, although this is very unlikely as the Government is committed to testing. The teaching trade unions are also discussing boycotting the tests for 2009.

2: Diversity

Most secondary schools (12-18 years) have been labelled specialist in a number of fields from mathematics to media studies. The attitude of parents is that as long as the schools teach their children the standard subjects – reading, writing and mathematics – and crack down in bullying and bad behaviour they really do not care what label the schools give themselves.

3: Choice

As regards the issue of choice that the Government has promoted so much to parents this is an illusion. Parents cannot choose the school of their choice – all they can do is express a “preference” for a school. They have to choose one of 3 schools they wish their child to attend and the local education system does the choosing. In any one year it is estimated that over 20% of parents are not allocated their first choice school. As parents are allowed a right of appeal many take that option and the majority lose their appeal.

One parent recently (May 2009) lied about where her family lived in order to secure a place for her son at the school of her choice. She was arrested and will be taken through the legislative system.

In another case Brighton Education Authority pioneered the use of lotteries to allocate places to oversubscribed popular secondary schools. However, the Government said it was

reviewing the procedure. The Authority introduced the lottery in 2007, although some critics said the idea of allocating school places purely by chance was wrong.

If parents were allowed real choice this would have the effect of creating a formal market model for schools where good schools flourished and bad ones were closed. However, this has been a step-to-far for the Government and they will not take this drastic step but they continue to give the illusion of choice to parents/pupils.

The interesting fact is that research undertaken by the Institute of Education published in April 2009 showed that where there is real parental choice – religious (faith) schools - pupils made no more progress than those at state schools.

The two main opposition political parties feel that choice will have no real impact on standards until the supply of places is increased and there is more real competition.

Sweden is held up as a model in this area where, in just 10 years, new schools have captured 10% of the market. There is also the suggestion that for each poor child that is admitted the school would receive a “pupil premium”.

Conclusion

There is no doubt that England has a flawed education system that is in need of reform, and which does not provide a fair and equitable education system.

Although the Government is striving hard to give the appearance of providing real information, diversity and choice is an illusion.

However, many if the ideas underlying the three pillars are basically sound and would result in educational progress but parents are disillusioned with the rhetoric with results in little or no action.

The majority of parents feel passionate about their children’s education and will engage fiercely to support it so if any reforms carry the parents with them those reforms stand a far better chance of being successfully implemented.

An education system underpinned, supported and most of all trusted by parents is key to the future education.

Recommendations

From the experience of the English educational model there are two overarching themes for any educational reform:

1. to involve parents at the outset and provide real strategies and action plans; not illusions; and
2. decentralise decision making to involve schools, parents and the wider local community (including businesses).

Focus Group 2

Further discussions have taken place through informal communications, including telephone conversations, since June 2009, with a number of people engaged in education, training and business who have read and responded, when appropriate, to the content of this report.

UK “VIRTUAL” FOCUS GROUP - COMMENTS

June 2009 – March 2010

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Introduction

Given the difficulties experienced in getting all the education specialists/experts together in one room at the same time it was decided to create a “Virtual Focus Group” to seek their invaluable assistance and input in the creation of this “Governance Models of Education and Vocational Training (Italy) - The UK Perspective” Report

Discussions have taken place through informal communications, including telephone conversations, with a number of people engaged in education, training and business who have read and responded, when appropriate, to the content of this report.

Focus Group Comments

Set out below is a synopsis of a number of the important comments received from the Virtual Focus Group.

- ❑ There is a pressing need to develop the capacity and skills of teachers and trainers;
- ❑ Local educational and training institutions are the optimal level of public governance;
- ❑ Regional and local institutions take a strategic role in the governance of public policies in education, training and employment and need to be recognised for their important role;
- ❑ Raising the compulsory school leaving age to 18 this will have a major influence of how education is delivered and will provide more opportunities for networking as

students will have greater access to shared resources that will lead to partnerships being developed between schools, colleges and training organisations.

- ❑ The governance and networking work already completed in Italy should provide a valuable source of information;
- ❑ Colleges have the most autonomy of all are able to meet local, regional and national requirements through a variety of training methodologies including on-line delivery.
- ❑ England is unique in terms of mobility of labour. Many employees travel long distances to work by car or train, often working beyond the region they live in;
- ❑ The diversity of regional economies within the UK, and particularly in England, is limited. There are regions that are primarily agricultural but most of the residents are not employed in that sector but work in service and support industries outside their own region;
- ❑ The centralisation of many industries requires a major change in government, commercial, economic and personal values, with associated economic implications, to the economic and social structure of the country;
- ❑ It could be possible to implement a number of changes to the way in which education and training is provided if a greater degree of decentralisation and autonomy was put into place;
- ❑ the concept of meeting regional supply and demand may benefit the region as a whole, issues concerning the right for all members of society to make independent work, training and life choices must be safeguarded;
- ❑ The current situation in the UK supports the concept of networking between educational institutions, although the driving force behind this initiative has been the sharing of resources and expertise, rather than a reflection of the needs of the labour market;
- ❑ While there may be informal links between agencies and schools, there is no legal requirement to forge links although 'best practice' suggests that much could be gained from this interaction;
- ❑ Setting up a networking system would create a greater degree of bureaucracy to ensure that targets continued to be met and standards maintained;
- ❑ The integration of new technologies as a discrete learning tool and the methodologies associated with them are inadequate in terms of using them as much more than "a book on the screen";
- ❑ To establish a system where a school and a training agency could effectively communicate needs, desires and methodologies in a way that all involved would understand the practicalities or process and outcome, would be vital in ensuring the success of establishing a networking system;
- ❑ In the UK there aren't many opportunities for schools to develop autonomous management systems that may be open to networking solutions. However, this should not be seen as a barrier to exploring, sharing and developing methodologies that would enable schools to develop networks to the benefit of all;
- ❑ Given that the majority of managers working in schools have little formal management training the need for training is essential;
- ❑ The concept of providing educational multimedia self-instruction on designing and managing networks for successful education and training seems to offer a practical solution;
- ❑ Any network established should be based on the exchange of practical rather than theoretical information;
- ❑ The way in which the network is established, and who contributes to it, would be paramount to its success;
- ❑ The development of regional networks should enhance the potential to succeed in terms of matching student need with educational provision;

- The development of networks between educational organisations should influence the way that the curriculum is taught;
- If the creation of a network is to be successful then trainers and teachers will need access to training that provides them with the opportunity to 'upskill' and to develop and introduce new teaching methodologies;
- Building a network that is effectively 'an agent for change' will require a substantial amount of trust and recognition that there is a need for shared outcomes in order to benefit all concerned with the development of regional education and training that will improve and enhance the working lives and, by association, the social and family lives of students engaged in the learning process.