

Lessons learned from the British experience for MENA for enhancing youth economic prosperity

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الملخص

تهدف هذه الورقة لزيادة العلم وتعميق المعرفة بالوسائل والطرق الفاعلة التي تبنتها التجربة البريطانية في تنفيذ رؤاها الاستراتيجية واهدافها الاساسية للدفع بتطوير الشباب توسيع فرصهم الاقتصادية

اولاً:

باستعراض بعض المؤسسات والادارات البريطانية ذات الصلة بالشباب والقضايا المتعلقة بتطويرهم وتوسيع فرصهم الاقتصادية بغرض التعرف عليها والبحث في رؤاها واستراتيجياتها واهدافها وتشكيلها ونشاطاتها وشركائها وادى قطاع تمثل حكومي، اداري، عام، خاص ام تطوعي وايضا بالنظر في نطاق عملها؛ قومي، اقليمي، ولائي ام محلي. وكيف يتم الترابط والتداخل بين هذه الجهات للعمل معا على تحقيق رؤاها المشتركة واهدافها الاساسية وكيف يمكن لهم الوصول الى الاهداف المعينة.

ثانياً:

باستعراض بعض الظواهر المتعددة في التعليم وتنمية المهارات والتدريب والتوظيف .
بهذين الاستعراضين والبحث ترمي الورقة لتسليط الضوء على بعض المفردات والطرق والوسائل المتبعة بالتجربة البريطانية للاستفادة منها في صنع تجربة فاعلة بادارتنا المحلية في اقليم شمال افريقيا والشرق الاوسط .

Abstract:

This paper aims to learn lessons from the effective methods the British experience has adopted in implementing strategic visions and key objectives to enhance youth developments and increase their economic prospects. This research paper aims at :

a) previewing some of the British institutions' dealing with youth and issues relating to their economics' prosperity, looking into these institution in relation to their visions, strategies, objectives structure, activities and partners, what sector they represent; governmental, departmental, public ,private or voluntary and also looking at their level of operations; national, regional or local and how they integrate to operate together towards accomplishing shared vision or key objective, and how they cooperate to reached set up targets.

b) reviewing various trend in Education, Learning, Training and Employment. By doing this, the paper seeks to understand, define and highlight some lessons for MENA countries to be considered in our local municipalities .

Introduction

“The importance of making investment in human development through children emanates from the costs and irreversible effect of failing to make such investment. Once generation of children is exposed to life without health care, nutrition or schooling, there is little that can be done during their adulthood to reverse the damage. Investments in human capital are not luxury for good times –they can not be put off until economic condition are better”¹ “The early part of the 21st century will be characterised by the transformation of the basis of economic success from fixed capital investment, to human capital. In knowledge-driven economy the continuous updating of skills and the development of lifelong learning will make the difference between

¹ African Development Report, African Development Bank, 1998

success and failure, and between competitiveness and decline. That is why we are putting so much stress on lifelong learning to use the talent of all, to fulfil the potential of individuals and to ensure our economic survival as nation.”²

Part 1:

Reviews of British Urban Authorities Dealing with Youth Issues Related to Development and Economic Prosperity

British Agencies responsible for skills and development strategy, funding or delivery

Department with main responsibilities	Department for education and skills “raise skills for national competitiveness”		Department for trade and industry (DTI) “economic development and regeneration of reign in a sustainable way”			
Other departments with a role	Department for work and Pension	Department for environment, food and rural affairs	Office of the deputy prime minister			
National	National learning and skill council	University for industry	Invest UK	Jobcentre plus		
	Regional coordination unit	Neighbourhood regeneration unit	Small business services	Sector skill development agency		
Regional	Regional development agency	Government offices for the region	Country side agency	Farming and rural conservation agency		
Sub regional and local	Local learning and skills council	Investors in people	Connexions	Local authorities	Local strategic partnership	Business link
	Information, advice and	Universities	Learning partnerships	Further education	Training providers	Job centre

² David Blunkett, Secretary of state for Education and Employment, White paper “learning to succeed” ,1999

guidance
partner-
ship

colleges

plus

Source: Adapted from Better Regulation Task Force, Local Delivery of Central Policy, Cabinet Office, July 2002 Page 21, Figure 1

The Economic and Social Data Service(ESDS)³

The Economic and Social Data Service is a national data archiving and dissemination service which came into operation in January 2003. The service is a jointly-funded initiative sponsored by the Economic and Social Research Council (ESRC) and the Joint Information Systems Committee (JISC). The ESDS is a distributed service, based on a collaboration between four key centres of expertise:

UK Data Archive (UKDA), University of Essex

Institute for Social and Economic Research (ISER) , University of Essex

Manchester Information and Associated Services (MIMAS), University of Manchester

Cathie Marsh Centre for Census and Survey Research (CCSR), University of Manchester

These centres work collaboratively to provide preservation, dissemination, user support and training for an extensive range of key economic and social data, both quantitative and qualitative, spanning many disciplines and themes. The ESDS provides an integrated service offering enhanced support for the secondary use of data across the research, learning and teaching communities through labour force survey, which shows where local jobs will be created in the next few years, and how to get information and advice on different career options.

The learning and skills council (LSC)⁴-Department of Education and skills.

Departmental Agency established in April 2001, in response to “learning to succeed” white paper, LSC is responsible about funding and planning education and training for over the 16 years old in England other than in universities. 'Learning to Succeed' White Paper set out a vision whereby all individuals, irrespective of their background or education levels would be given the chance to:

Learn new skills Fulfil their potential Improve the quality of their lives at home and at work.

Make businesses capable of recruiting trained, talented and motivated staff in order to compete more effectively and more confidently.

Narrow skills shortages.

Help employers plan ahead, and map career paths .

Its mission is that by 2010 young people will have the knowledge and the productive skills matching the best in the world .

³ For more information see <http://www.esds.ac.uk>

⁴ More available on <http://www.lsc.gov.uk>

With a budget of £8.0 billion (2003-04) the Council operates through 47 local offices and a national office in Coventry. Each of the 47 local Learning and Skills Councils also has representatives from employers, learning providers and community groups working to provide local solutions to local needs. Its work covers:

Further education

Work-based training and young people

School sixth forms

Workforce development

Education business links.

The Council has brought together the skills of the Training and Enterprise Councils and the Further Education Funding Council to work with partners, employers, learning providers, community groups and individuals to develop and implement strategies that meet the Government's aims set out in the white paper "learning to succeed"

The learning and skill council works alongside the Employment Service, the Small Business Service, Connexions, the National Training Organisations, Further education and sixth form colleges and representatives of community groups, to understand, define and then meet training and education needs. It grants letters from the Secretary of State to the Chairman of the Learning and Skills Council to set out the financial resources which have been allocated to the Council to enable it to deliver this 'agenda'.

The Remit letter sets out what the Learning and Skills Council is required to deliver over the forthcoming year.

The quality Improvement Agency (QIA)⁵

The agency is a non-departmental public body and the successor to the Learning and Skills Development Agency (LSDA) which champions excellence and innovation. Like the LSDA, it is a charity agency with a Board of trustees. Its role is to work across the learning and skills sector to improve performance. QIA's vision for a learning and skills sector is known for: the excellence of its achievements and the public value it creates; its ability to meet the changing needs of individuals, society and the economy; its inventiveness, capacity to innovate and ability to find creative responses to new challenges. QIA has taken up the challenge set by the government to: accelerate improvement in the performance of the learning and skills sector; build the sector's capacity for self-improvement; help the sector respond to strategic reforms; lead the sector quality improvement strategy; be a high-performing public-sector agency. QIA is a critical friend to the sector, challenging sector organisations and those engaged in learning, teaching and training to achieve their potential. QIA is an honest broker, creating programmes to help accelerate improvement and connecting organisations with those programmes through delivery partners. It works with government to ensure that policies are informed by the knowledge and experience of the learning and skills sector and help organisations implement new policy initiatives. Its role is to support, lead and challenge the sector in quality improvement. It funds programmes and services designed to raise the quality of education and training in the learning and skills sector, such as the national teaching and learning change programme - a programme designed to transform teaching, training and learning in selected subjects by developing and supporting 'Subject Learning Coaches', and train to gain programme - a programme to help the sector work successfully with employers.

⁵ For more information see <http://www.qia.gov.uk>

Connexions-⁶Department for Education and Skills

Connexions is the government's support service for all young people aged 13 to 19 in England. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both). Connexions brings together all the services and support young people need during their teenage years offering differentiated and integrated support to young people through Personal Advisers (PAs). For some young people this may be just for career advice, for others it may involve more in-depth support to help identify barriers to learning and find solutions brokering access to more specialist support, e.g drug abuse, sexual health and homelessness. PAs work in a range of settings, including schools, colleges, one-stop shops, community centers, on an out-reach basis. Connexions is delivered through a range of local partnership arrangements based either on Local Authority boundaries or Learning and Skills Council (LSC) boundaries. Funding is through a grant from the Secretary of State for education and Skills. The success of Connexions depends on the involvement of young people. Listening to and taking account of their views in the design and delivery of Connexions is essential.

Jobcentre plus⁷ - Department of work and pension

Jobcentre plus is a government agency supporting people of working age from welfare into work, and helping employers to fill their vacancies. It is part of the Department for Work and Pension(DWP)and plays a major role in supporting the department's aim to promote opportunity and independence for all through modern ,customer focused services. Its key objectives are to: increase the effective supply of labour by promoting work as the best form of Welfare, and help unemployed and economically inactive people move into employment provide high quality and demand –lead services to employers, which help fill job vacancies quickly and effectively with well prepared and motivated employees help people facing the greatest barriers to employment to compete effectively in labour market and move into and remain in work

Activities:

Any person looking for work can meet a personal adviser on his first visit to the jobcentre plus office. They will extend in finding help the kind of job that is right for the person. Whether the person is are looking for his first job or wants to get back to work, they can help him arrange any training his needs for the job he wants.The personal adviser will look at things like work experience what skill you have any training or qualification you have education or training you would like to take up any help you might need, for example with child care or heath care special help if you have disability. They will look at your personal circumstances and then look at: the kind of job you might get how much the job would pay any extra support the jobcentre plus might give you while you are in work. Expert staff know what kind of people employers want in your area and the skills you may need to find work advice about jobs at every stage of your search guidance on career direction and advice on training At your job centre plus office you will find access to the country's biggest Job network and facilities to look for job around the country and abroad. Job centre plus offices are freely available for you to use other places to look for job :

Newspaper
Employment agencies
Professional and trade journal
Business directories
Yellow pages and local phone books

⁶ More available on <http://www.connexions-bc.co.uk>

⁷ More available on <http://www.jobcentreplus.gov.uk>

Local libraries

Programme and services:

- Work trial ⁸(Is an actual job vacancy with an employer.)
- Employment zone⁹
- New deal¹⁰

New Deal for Young People is a mandatory programme of help designed to address the problems of long-term unemployment in 18-24 year olds. The aim of New Deal for Young People is to improve young people's chances of finding and keeping a job

The Sector Skills Councils (SSCs)¹¹

At the heart of the Skills for Business network are 25 Sector Skills Councils (SSCs). Each SSC is an employer-led, independent organisation that covers a specific sector across the UK. The four key goals are:

To reduce skills gaps and shortages

Improve productivity, business and public service performance

Increase opportunities to boost the skills and productivity of everyone

in the sector's workforce Improve learning supply including apprenticeships, higher education and National Occupational Standards (NOS). SSCs provide employers with a unique forum to express the skills and productivity needs that are pertinent to their sector. By coming together as SSCs, employers have: greater dialogue with government and devolved administration departments across the UK greater impact on policies affecting skills and productivity increased influence with education and training partners Substantial public investment. All SSCs are licensed by the Secretary of State for Education and Skills, in consultation with Ministers in Scotland, Wales and Northern Ireland. Together, the SSCs cover approximately 85 per cent of the UK workforce. The Sector Skills Development Agency (SSDA) has responsibility for providing cover for those industries that fall outside the SSCs and actively engages with trade unions and professional bodies in this role.

The SSDA is also responsible for funding, supporting and monitoring the SSCs.

The Sector Skills Development Agency (SSDA)¹² The SSDA is a non-departmental public body with its main base in South Yorkshire and representatives across the UK. In brief, the SSDA's responsibilities are to: Fund, support and monitor the performance of SSCs ensure consistent, high-quality standards across the Skills for Business network ensure skills provision is designed to meet sector needs provide minimum cover for sectors without a SSC ensure generic skills are effectively covered in the work of the SSCs promote best practice sharing and bench-marking between sectors to collate high quality labour market intelligence and to make this available via a website portal.

The Coventry and Warwickshire Education Business Consortium¹³ (Regional Development Agency)

Is regional organization is made up of 15 organisations that share common aims and priorities. Its vision is to contribute to social and economic growth and regeneration by working with the

⁸ More available on <http://www.jobcentreplus.gov.uk>

⁹ More available on <http://www.jobcentreplus.gov.uk>

¹⁰ More available on <http://www.jobcentreplus.gov.uk>

¹¹ For more information see <http://www.ssda.org.uk>

¹² For more information see <http://www.ssda.org.uk>

¹³ More available on <http://www.cwebc.org.uk>

business and education communities to deliver to all young people in Coventry & Warwickshire (Part of West Midlands Region) a range of high quality, structured experiences of the world of work which will help to prepare them for adult and working life. The purpose and impact of Education Business Link Activities: Education Business Link activities make a positive difference to young people's learning by supporting the following six key objectives as defined by the DfES(department for educational and skills):Developing understanding of the world of work and thus improving employability. Acquiring knowledge, skills, and attitudes which help develop enterprise capability, financial literacy, and economic and business understanding.

Enhancing the delivery of the national curriculum, in particular work-related learning . Raising levels of achievement in schools and narrowing the achievement gap. Improving behaviour, attendance and motivation of pupils. Contributing to the development of the school workforce Education Business Link activities contribute to social and economic growth and regeneration by: providing opportunities for workforce development raising the profile of specific sectors as careers increasing the work-readiness of the incoming labour force promoting a culture of enterprise and entrepreneurship facilitating dialogue between the business and education communities motivating and encouraging young people to raise their aspirations. Aims of the Consortium:

1. To ensure the delivery of best practice in Education Business Link activity for all young people.
2. To increase the engagement of schools, colleges and businesses in planned Education Business Link activity.
3. To contribute to social and economic regeneration through targeted Education Business Link activity.
4. To secure long-term funding for Education Business Link activities by influencing national and regional policy. Working in the community aids networking and recruitment. The staff can develop and enhance skills, boost self confidence and demonstrate increased enthusiasm, loyalty and commitment. As a result, businesses can acquire better market knowledge, tap into local creativity to develop new products, and gain new and more loyal customers.

Reviews of Various Trend in Youth Education Learning ,Training and Employment

Employment under the school leaving age

Useful definition:

Child work

Children's participation in economic activity can be positive providing that it does not negatively affect their health and development or interfere with education. Work that does not interfere with education(light work)is permitted from age of 12 years under the international labour organization convention number 138 [www. Unicef .org.uk/publication](http://www.unicef.org.uk/publication) information sheet

If you have not reached the legal school leaving age, there will be local working hours legislation that you need to be aware of when applying for part-time work. There are also national regulations on how many hours young people may work. Working part time. Restrictions apply for part time work, and local bye –laws may impose limitations as a guide

13-14 years 5 hours/day to 25hours/week (excluding Sundays) during holidays

- 2 hours/day out of school hours during school days-up to 12 hours/week
- 5 hours/day on Saturdays and Up to 2 hours on Sundays

15-16 years 8 hours /day to 35hours/week (excluding Sundays)

- 2 hours/ day to 12 hours/week out of school hours during school days
- 6 hours /day on Saturdays&Up to 2 hours on Sundays 17 yearsUp to 8 hours/day to 40 hours/week

18+ years Adult working hours apply -48 hours/week on an average

Job information

When thinking about work and training you need to know what is available, what different jobs involve, the qualifications needed or entry requirements they have, and how to get them. All schools, colleges and connexions centres have resources covering wide range of occupational information.

Connexion resource centre index (CRCI)

The CRCI has main sections, each with a coded icon to help you find information easily .

Jobs Sectors:

Administration, business and office work

Building and construction

Catering and hospitality

Computers and IT

Design, art and craft

Education and training

Engineering

Environment, animals and plants

Financial services

Health care

Languages, information and culture

Legal, sport and tourism

Manufacturing and production

Marketing and advertising

Media, print and publishing

Performing arts

Personal and cleaning support services

Retail sales and customer services

Science, mathematics and statistics

Security and armed forces

Social cares and counselling

Transport and logistic

Whether you are still at school, already involved in study or training, in work or currently employed, Connexions personal adviser aims to help you by giving you information on local economy and how to find out about different occupations in different sectors of the world of work explaining what kind of qualifications is available and how they fit together to form a ladder for your career progression showing you that there are many different ways to make progress especially through vocational learning sharing the success stories of local people all at different stages in their careers and with different experience of learning making sure you know how to get information, advice, guidance and financial support to help you get the qualification you need putting you in touch with 'learning providers, local colleges, training organizations and universities that can help you get qualified. Above all they get you thinking about your future, and how important it is to keep learning and aiming high ,even if your earlier experience of 'exams' has not been positive. Recent developments show that there are now 'hands on' vocational learning pathways that can take you from basic, introductory levels right through to higher education qualification like foundation degree. It is possible now to combine learning with work, family and other commitments ,so long as you know where you want to go and really want to succeed. Three steps Step 1 - levels of learning.

Qualification at different levels prepare you for different situations and challenges in life and work.

Entry level covers the basic knowledge and skills needed for every day life and not geared towards specific jobs

Level 1 of learning is also about every day situations, but may be linked to a job

Level 2 of learning recognize your ability to gain good understanding of subject and build the knowledge and skills appropriate for many job roles

Level 3 of learning involves the more detailed knowledge and skills you need to get into higher education ,work independently ,or supervised and train others at work.

At level 4, 5 & 6 you enter the world of higher education. Learning at these levels is appropriate for people working in technical and professional jobs, and /or managing and developing others

Level 7 &8 include PhDs and specialist course for leading expert in their Fields

Step 2 -Amount of learning

Qualification at the same level can be broad –based, covering many aspects of a subject ,or focus on particular aspect. The amount of learning involved, and the time required can vary accordingly, from a few hours for few weeks, to many hours over a number of years

Step 3- Ways of learning

There are 3 main ways of learning –Vocational, academic, and those that combine practical and theoretical learning. Some require you to attend a college, training provider or university regularly ,some can be done from home and some like apprenticeships and foundation degrees, can be combined with work .

One of the benefits of the vocational learning is that you can earn while you learn. This helps you avoid some of the problems, that affects academic student. As your career and life style change you can move from one style of learning to another.

Where do you want to be?

The National Qualification Framework - What it all means. The National Qualifications Framework (NQF) was developed by the Qualifications and Curriculum Authority (QCA) as a way of explaining how the levels of different types of qualifications interrelate with each other. The positioning of qualifications at the same level only indicates that they are broadly comparable in general level of outcome.

Level of Qualification	General Qualifications	Vocationally-related Qualifications	Occupational Qualifications
Higher Level 5	Higher Level Qualifications		NVQ Level 5
Higher Level 4	Foundation Degree	BTEC Higher National Diploma BTEC Higher National Certificate	NVQ Level 4
Advanced Level 3	GCE A Level, AS Level	AVCE/AVCE Double Award BTEC Nationals	NVQ Level 3
Intermediate Level 2	GCSE A-C	BTEC First Diploma	NVQ Level 2
Foundation Level 1	GCSE D-G	BTEC Foundation	NVQ Level 1

GCSE - General certificate secondary education

AVCE - Advanced vocational certificate in education

NVQ - National Vocational Qualification Training

There are many forms of work –based training available, which should give you the qualifications you need to do the job, and also give you the chance to develop your career. This is an excellent way to train, particularly if you don't want to do a full time college course. Apprenticeships¹⁴

These are available at different levels but they all lead to national vocational qualifications (NVQs), key skills qualifications, and in most cases a technical certificate such as BTEC or City & Guilds Apprentices learn on the job, building up knowledge and skills, gaining qualifications and earning money at the same time. Which Apprenticeship is right for you will depend on your experience and opportunities in your area. Apprenticeships give organization, no matter how big or small, the chance to develop the skilled staff you need for its business. Apprentices make a contribution to the business from day one. Apprentices learn while they work, so their

¹⁴ For more information see <http://www.apprenticeships.org.uk>

knowledge is up-to-date. Because their training is on the job, the practical skills they gain are the ones that are right for the business.

From business administration and customer service, to specialist skills like engineering apprenticeship is relevant training designed by business for business E2E¹⁵(Entry To Employment) It is a scheme for young people who need additional help with entry into employment. It offers help with life skills .On E2E you will also have an adviser to help you when needed. There will be other training programmes available such as new deal for young people aged 18+,or schemes that may only be available in your local area. Ask your connexions personal adviser or jobcentre /jobcentre plus office Key skills When thinking about applying for work ,you need to consider those skills employers see as important. You may feel you are already competent in the key skills of literacy, Numerology, ICT team working and problem solving, but you need to give evidence of how you meet those skills. It is also important that you are willing to keep improving your skills and knowledge.

Self- employment

Although this is not often a first choice with young people, there are agencies that specialize in advice and grants for young people who wish to start up their own business.

Where are you now?

Aged 14 to 16

When choosing your GCSE options you can focus on the subjects that interest you the most. Many schools offer vocational GCSE, work related activities and key stage 4 apprenticeships with local colleges and training providers. These give young people a chance to experience the world of work and gain qualifications

Aged 16 to 25

Your options include vocational A-levels Apprenticeships, Advanced Apprenticeships and national diplomas. They give you a wide range of hands on learning opportunities at school college or at training provider

Aged 19 plus

Adult with work or family commitments can develop their skills with part time work based on flexible learning. You don't necessarily need A levels to get into higher education. Colleges and universities welcome mature student with experience of life and work

Glossary of Abbreviations and Specialized Terms

AMA Advanced Modern Apprenticeship, requiring an NVQ at level 3.

BTEC Business and Technology Education Council, a body which awards qualifications.

DfES Department for Education and Skills

E2E 'Entry to Employment', a new programme designed for NEET group(not in education employment or training)

FMA Foundation Modern Apprenticeship, requiring an NVQ at level 2.

¹⁵ More on <http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/EntrytoEmployment>

GCSE General Certificate of Secondary Education

GNVQ General National Vocational Qualification, available at intermediate (level 2) and foundation (level 1). The Advanced GNVQ (level 3) has recently been converted to vocational A levels by splitting a previously two-A level equivalent syllabus into two.

Initial Assessment: It is the process of determining for a given individual, before or on entry to training, what qualification aims will be appropriate and what particular training interventions will be needed in order to achieve them.

Key Skills: These are Generic skills of: communication; application of number; Information technology; working with others; improving own learning and performance; and problem solving. The first three require both evidence of actual application and the passing of external tests. Some GCSE and other existing qualifications act as 'proxies' to permit exemption from the tests or application elements, or both. LLSC Local Learning and Skills Council LSC Learning and Skills Council

Part3

Conclusion -Lesson Learned for MENA

Lessons learned from the British experience can be integrated with accurate local knowledge to produce the most effective results. Statistic and information system is a powerful tool to be obtained by the urban authorities. Mapping data geographically is an immensely useful tool for visualizing facts and information across geographical reign. Combining data collection ,analysis and mapping technology allows researchers to create evidence base for programmers to use in implementing the most efficient and effective programmes or policies.

Data can be assessed at the local level to improve the local authorities and civil society organizations or can be compiled regionally or globally to allow for cross-country comparison.

Geographical distribution of the country into smaller levels such as National level into regional levels, and then into sub regional and then into local levels allow a better opportunity of managing data, resources and provide a better service by reaching every one. British urban authorities tend to establish dependant institution to work as hands to implement its national strategies. Such as institutions(LSC and Jobcentre plus) operate at national level with the main national presence supported by many sub regional and local presences in local levels.

Government departments with main role or responsibilities for national strategies distribute their responsibilities by establishing independent agencies and services to carry out particular role and support the department in implementing their part of responsibilities. For example: Department for education and skill - learning and skill council

Department for education and skill - connexion service Department for work and pension – job centre plus Department for trade and industry - sector skill council collaborations and integrations

Governmental, public, private, regional, local, or community groups collaborate to work in partnership to contribute towards accomplishing shared key objectives.

Through its hands job centre plus introduces different programmes such as the “work trial” . The learning and skill council introduces E2E monitoring quality and performance by public bodies such as QIA for LSC, adopting flexible approach to education in innovative ways .

Exposure to employment since early school ages through one day release, summer vacation, internship, and year out, helps individuals enormously in identifying their talents and potentials. Dividing sectors and defining skills for each sector is an extremely scientific

Approach that helps in determining the skills needed for each sector, helps individuals determine their potentials, enhances satisfaction and increased productivity, and ensures providing employers with the skill they need

Good integration between relevant institutions working in partnerships and employer participations ensure defining the employer needs and meets the society and economic needs. MENA is to establish similar four essential bodies and institutions hands for implementing our strategies in enhancing youth economic productivity, like the SSC ,LSC, Jobcentre plus, Connexions sets targets for these institutions to accomplish within a time frame periodically monitors and assesses quality and performance (by an outsider body) and then provides advices if any changes are needed. MENA aims, therefore, at: Introducing more stimulating and stretching curriculum and national frame work qualification for all young people through schools ,colleges and work based learning provider working together to offer richer mix of opportunities. Commitment to stretching choices and personalization of the curriculum, giving pupils a wide range of opportunities to suit their diverse needs, abilities and interest as well as changing circumstances, enabling students to come back to studying and learning after any break or time out.

Making sure that young people have accessible and good source of advice and guidance available in their local geographical locations

All young people should have choices that interest them from early years i.e. from the age of 14, and should be equipped with the skills critical for success in employment. They should have realistically, stretching goal by the age of 18 and should have advice and support to enable them to achieve it.

Young people should undertake some work related learning as essential preparation for adult life and employment.

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