A SIMPLE FACT SHEET ON ENTRY TO EMPLOYMENT (E2E)

What is E2E?
E2E is a new learning programme, which has been available to young people in England since 1 August 2003. The programme aims to help those young people who are not yet ready or able to directly enter Modern Apprenticeship programmes, further education or employment. E2E replaces Life Skills, Preparatory Training and NVQ Learning at Level 1 (for those aged 16-18). Young people are helped to prepare for progression to employment, employment with training, Modern Apprenticeships and further education.

Who is eligible for E2E?
Young people aged 16 – 18 years in England who are not participating in any form of post-16 learning can be admitted to E2E, only if that is an appropriate option which will enable them to progress to further learning and/or a job. Young people under the Extended Guarantee can also participate in E2E. Older young people can be admitted at local LSC discretion, provided the young person is not eligible for New Deal and their programme of learning can be completed by their 25th birthday.

How long does E2E last?
E2E is not time-bound, but is based on the needs of each individual. It is recognised that there can be no ‘quick-fix’ for many of the young people who will enter E2E. Some individuals may need relatively short periods of time to prepare for entry to a Modern Apprenticeship, employment, or further vocational learning opportunities. Others with more complex personal and social needs will require much longer periods before they are ready to enter and sustain suitable training and employment.

The LSC does not want to replicate the situation of the Life Skills programme where it was seen, wrongly in many areas, as a fixed length programme.

How many hours per week will a young person attend E2E?
This depends on the needs of each individual learner but it is envisaged that learners will attend somewhere between 16 and 40 hours per week. It is realised from Life Skills that it is not always easy to manage a situation where different learners are attending different hours. However, to successfully offer a programme, which is responsive to the needs of individuals, it will need careful and flexible coordination by providers. Thus, in exceptional circumstances attendance for 8-16 hours may be agreed by the local LSC.
What level of training allowance do young people receive whilst on E2E?
The minimum allowance is £40 per week. In addition, expenses are met in full. Young people also get bonuses for starting E2E and for positives outcomes such as completing their Individual Activity Plan, distance travelled or gaining a qualification.

How do young people find out about E2E programmes in their area?
Staff from local Connexions Services will advise young people about E2E opportunities within their local area as part of normal careers guidance activities during years 10 and 11 and as they make their post-16 choices. Connexions staff play a major role in referring young people to E2E although young people can be referred informally from other agencies such as social services or youth offending teams. Work based learning providers can also identify young people who may benefit from E2E learning programmes.

As the programme is nationally established promotional literature will be made available nationally by the LSC for young people and their parents/guardians.

Is there a framework for E2E like that of the Modern Apprenticeship?
The framework was published in April 2002 and is now available as part of the E2E Prospectus which can be accessed via the LSC website – www.lsc.gov.uk. The Prospectus covers the E2E framework and also contains information on the learning cycle for E2E, approaches to monitoring and evaluation, first steps in establishing and implementing E2E and case study material from the pathfinders as well as emerging exemplars of good practice. The Prospectus will be refined and updated in order to incorporate developments arising from the pathfinder phase.

What were the Pathfinders?
To assist preparations for the launch of E2E, the LSC has identified 11 geographical areas in which to undertake prior development work as part of a pathfinder phase to July 2003. They were:
- Bedfordshire and Luton
- Birmingham and Solihull
- Derbyshire
- Hampshire and Isle of Wight
- London North
- Manchester
- Milton Keynes, Oxfordshire, and Buckinghamshire
- Nottinghamshire
- North Yorkshire
- Tyne and Wear
- West of England

Work began in the Autumn 2002 and continued right up until the launch of E2E. Within each pathfinder area, a partnership was formed involving the local LSC, local Connexions Service, providers and other interested bodies to oversee the development of this work.
Each of the pathfinder areas were involved in assisting with the development of appropriate working arrangements for E2E. Collectively the aim was to identify what the ideal arrangements for E2E should be and how they could best serve the needs of this particular group of young people. They took into account where previous programmes had not fully met their needs. They developed appropriate solutions, devised new and innovative arrangements, and built upon and shared agreed good practice.

What will be the learning objectives for young people participating in E2E?
The aim is for young people to develop their motivation and confidence, personal effectiveness, Basic and/or Key Skills and acquire vocational knowledge, skills and understanding through sampling a range of work and learning contexts.

How will the needs of young people be identified?
There is an intensive period of initial assessment within E2E in order to identify clearly the learning and support needs of each young person. This might last between 2 and 8 weeks depending on the needs of the individual learner.

The arrangements for meeting each young person’s learning and support needs are set out in the E2E Passport. Building upon previously identified good practice in the Learning Gateway we are looking for individual learners to have one overall plan, which different partners may contribute to and not a multitude of plans, which make it difficult for the young person to manage.

How will young peoples’ learning programme be structured?
All learners will undertake learning in three interdependent core areas: Basic and Key Skills, vocational development, and personal and social development. The extent of learning required within each will be dictated by the learners needs and introduced at the appropriate point. For example learners with complex emotional and social needs may not be ready to undertake vocational learning until these needs have begun to be addressed.

Each core area is supported by a range of learning options supported by schemes of work at different levels from which the learner is able to select appropriate options.

Where and how will learning take place?
Learning takes place in a range of settings, which stimulate learners to learn. Consideration is given to learners’ preferred learning styles and interests in order that creative learning solutions can be developed. Learning take places in a range of in-door and out-door settings using a range of different methods. This includes class room type activities, one-to-one coaching, group activities, discussions, projects presentations from speakers, on line e-learning, open learning, work placements and experience, external visits, outward bound activities, volunteering etc.
Will young people work towards qualifications?
Ideally, all young people will, wherever possible, work towards some form of qualification, recognising the fact that acquiring a qualification can be a powerful motivator to continue learning for many young people. However, within E2E there is a flexibility in the range of qualifications, which learners can acquire. Some may be ready to undertake qualifications from the National Qualifications Framework (NQF), whereas for others it may be more appropriate for them to undertake short courses, which lead to appropriate certification such as first aid courses, CLAIT, ECDL, or the City and Guilds Profile of Achievement.

What role do local support agencies such as youth offending teams, social services etc, play in the delivery of E2E?
As within the Learning Gateway local support agencies play a very valuable role in the provision of a holistic service for young people. Some may simultaneously be working with a young person engaged on E2E and will want to be made aware of the support being provided and vice versa. In other instances, providers may want to refer young people to local support agencies to deal with issues such as drug or alcohol dependency, sexual health issues, child abuse etc.

How is E2E distinctive from other programmes aimed at this particular group of young people?
Flexibility
E2E provides much greater flexibility in meeting the needs of individual learners. The programme is not time bound or specified in terms of guided learning hours or attendance, other than meeting the minimum requirements and is not qualification driven (although qualifications are a significant incentive for some young people). Learning programmes have been developed from a range of options to suit the needs of the individual learner. Appropriate awards and qualifications can be selected according to how they might benefit individual learners. A range of achievement sets should be celebrated as the learner progresses through E2E.

Smother transition and progression arrangements
By bringing together Life Skills, Preparatory Training and NVQ Learning at Level 1 provision into one programme, there is greater opportunities for smoother transition and onward progression. The provision of aftercare services within E2E once the learner has completed their programme also ensures successful onward progression.

Working relationships
More explicit clarification of roles and responsibilities between partners and the development of more effective working relationships, in particular providers and their local Connexions Service, has resulted in an improved service for learners. E2E is based on the ethos of partnership working.
What type of provider offers E2E?
In the main, those providers that previously offered Life Skills, Preparatory Training and NVQ Learning at Level 1 have formed the basis of provision for E2E. The report of the Modern Apprenticeship Advisory Committee highlighted the key role of specialist providers in developing and delivering E2E and the voluntary and community sector have been heavily involved in development and refinement work across E2E.

How can I get more information about E2E?
In addition to the E2E Framework, the LSC has collaborated with LSDA and Skillcom Consultants and has produced the E2E Prospectus (as indicated above). The Prospectus provides advice and guidance in respect of effective first steps in the implementation of E2E. As E2E is implemented, the Prospectus will be subject to refinement and expansion.

The E2E Prospectus is beneficial to all key stakeholders, local LSCs, providers and referral agencies such as Connexions. It is available on the LSC website.

Additional documentation including both the E2E Passport, and the funding guidance for E2E (detailed in Requirements for Funding WBLFYP) is available on the LSC website.