

0.10
On t. f 11-16 average cost £1400 = secondary schools
ef. £2.500 = FE doing technical studies.
Prime Minister

cc NO

PRIME MINISTER

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Note - annual cost per place £677 with capital cost
BT 14/10

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

Keith suggested that you might like to have a progress report on the way that the Initiative is developing now that the individual LEA projects are under way.

First, some background facts. On 28th January I wrote to all the Directors of the LEAs in England and Wales inviting them to submit proposals under the Initiative. By the deadline of 4th March, 66 LEAs had submitted proposals. Unfortunately, we did not achieve a satisfactory regional balance (ILEA and some other politically motivated authorities did not apply). Although we were able to approve 14 projects, only four were south of Birmingham.

All projects were launched on schedule this September and nearly 4,000 students have enrolled. Over the next four years the number of students will build up to 14,000. Most of the schemes were over-subscribed.

Each project involves a number of secondary schools and colleges, organised into consortia to share equipment and staff resources. The smallest number of schools/colleges in a project is three (Bradford) and the largest 17 (Birmingham). The total number of institutions involved is 144.

During the negotiation period, we were able to make substantial cost reductions. We fund the additional cost of providing

technical and vocational courses over and above the normal cost of education. In 1983/84 prices the average annual cost to the MSC was £9.366 million; an annual cost per place of £677. This includes capital and running costs.

Within a common framework the individual projects are diverse but:

- (a) each project is a blend of technical, vocational and general education. The LEAs start from different positions in respect of curricula and resources and most are concentrating on school and college based technology and business centres. Some will be setting up new technology centres serving a network of schools. All have attempted to link the range of options available to an assessment of future occupational trends. All are incorporating significant planned work experience into the second and subsequent years of these courses. For the first time we are about to organise work experience on employers' premises as an integrated part of school life and on a national basis.
- (b) all projects will have at least four annual intakes of around 250 young people and the LEAs have been reasonably successful in ensuring that this is across the ability range. All entrants will be embarking on four year courses and encouraged to complete them. These courses will lead to a variety of qualifications, BTeC, City & Guilds and Royal Society of Arts, as well as 'O' and 'A' levels.

All Authorities will issue their students with a record of achievement on completing their studies and I would expect considerable development in this area by the end of the Initiative.

It is perhaps surprising that there have not been more problems. There was limited time for detailed planning and we are certainly breaking new ground. However, throughout the life of the Initiative we will be working with the LEAs and, in consultation with DES and HMI, monitoring the projects. We are taking steps to ensure that the lessons emerging will be promulgated throughout the education service. But some lessons have already been learned. We have learned a great deal during the first round on ways of making best use of resources and cost-effectiveness and so, I suspect, have the LEAs themselves.

We are now on a new round to extend the Initiative. I wrote recently to all Directors of LEAs outside the first round inviting them to participate in an extension of the Initiative for a five year period from next September. Every LEA who can comply with the criteria will be eligible. In order to share out resources (the second round will have a limit of £20 million) we have suggested that the annual intake be limited to 200/250 and the average annual contribution by the MSC will be in the order of £4/£500,000. This provides a lower average annual additional cost per place than the first round and we believe this could be achieved by asking LEAs to restrict the number of institutions involved in the Initiative.

My initial assessment is that this extension is being received with enthusiasm. What is less clear is how many LEAs will be able to measure up to the standards required by the criteria for we are determined not to dilute the Initiative. The LEAs will submit their proposals by 12th December and the Commission will approve the successful ones on 26th January. This will give more time for planning on the ground and all projects should be operational for the next school year.

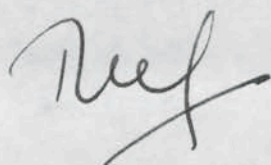
In addition to the projects mounted under the Initiative, we have, I believe, been able to make further gains. There is no doubt that there is a greater awareness for the need for technical and vocational subjects within the curricula than ever before and progress is beginning to be made on all fronts. I am in no doubt that we have established a momentum that will continue to grow.

There will be problems. We shall inevitably run into problems of teacher supply and of the need for extensive in-service training of staff. We shall need to work closely with Keith Joseph and colleagues in DES in tackling this and the related resource problems. We are considering the wider adoption of mobile technology classrooms (which are buses converted into technology workshops to bring the equipment to the schools) but there is a great shortage of pedagogical material. I hope to be able to establish a Resource Centre to aid the school system, both within TVEI and generally.

Our progress on this Initiative and the Youth Training Scheme will, I hope, be integrated into a comprehensive package for

all under 18s who have abilities outside the narrow academic field. There could be no more worthwhile foundation for the next century.

I am copying this minute to Keith Joseph and Norman Tebbit.

A handwritten signature in cursive script, appearing to read 'DIY', with a long horizontal stroke extending to the right.

DIY

14th October, 1983

PERSONAL

NTC Pt 1
(This was previously
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S E C R E T

SECRETARY OF STATE

cc Mr B Shaw)Department of
Mr Derx)Employment

Mr Young)Manpower
Mr Holland)Services
Commission

NTC

At your meeting with Mr Tebbit on 6 October, you asked me to commission three papers from the Department:-

- i. a note about the effect of Option C on the Rate Support Grant and the financial position of individual authorities.
- ii. an assessment by the Senior Chief Inspector of the current state of NAFE.
- iii. Possible options, additional to those discussed at your meeting on 6 October, designed to secure improvements in the provision of vocational NAFE but without incurring such a high risk of antagonising the local authorities and thus damaging other Government policies for the reform and improvement of the education system.

2. These papers are attached. I am sending copies with this minute to those who attended your meeting on 6 October. I understand that the Private Offices are arranging a time for another meeting next week.

D.H.

D J S HANCOCK
14 October 1983

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NTC: FINANCE

This note discusses the financial implications of the possible transfer of some part of the exchequer grants to local authorities (Aggregate Exchequer Grant (AEG)) to the NTC to fund additional training courses at the expense of equivalent local education authority expenditure on non-advanced further education (NAFE). For illustrative purposes, the amount of the transfer is assumed to be £100m. This would compare with total local authority expenditure (on all services) of £22.3bn in 1983-84, supported by Exchequer grants totalling £11.8bn. Education support grants payable by DES under proposed legislation would represent, at most £33m of that £11.8bn.

2. The sum of £100m is assumed to constitute 100% of the consequent expenditure by the NTC on training courses. It is also assumed that the courses are provided by local authority institutions but paid for by the NTC, and that the Government's intention would be that in aggregate local authorities would reduce their provision of other NAFE courses by an equivalent amount.

3. "Relevant expenditure" is the amount in the Government's public expenditure plans for expenditure by local authorities. The amount is net of fees and other income; hence the cost of the NTC-financed courses would not fall within relevant expenditure. There would however be a corresponding reduction of £100m in the total of relevant expenditure in the Government's expenditure plans, and this would notionally fall on NAFE. There will be a marginal consequential reduction in the percentage of AEG, but this would be obscured in the annual determination of this percentage (currently 52.8%). There would be no clear way of measuring an individual authority's "share" of this £100m reduction in relevant expenditure plans, since the new provision bought by the NTC would not necessarily be of the same type or in the same institutions as that which it was intended to displace. Moreover individual local authorities would not be obliged to make corresponding reductions in their own expenditure on NAFE.

4. Nevertheless, the reduction in relevant expenditure would affect the total used to calculate individual local authorities' expenditure targets (which may however be discarded after 1984-85). These relate to individual authorities' total expenditure on all services. Their precise calculation varies from year to year, but generally they are based upon budgets in the preceding year, with greater year-on-year reductions implied for higher-spending authorities. The statutory requirement to set targets by reference to general principles means that they are insensitive to changes in an individual authority's spending needs or responsibilities. (Both the AMA and the ACC have complained about this in connection with the impact of the Youth Training Scheme.) If an authority exceeds its expenditure target, it loses some of the block grant to which it would otherwise be entitled.

5. A local authority's ability to reduce its net expenditure on NAFE would be affected by various factors, including its success in attracting business from the NTC, its ability to redeploy staff and other resources and its duty to provide full-time education for all 16-19-year-olds who demand it. The alternatives would be to use its rate income to maintain its net expenditure on NAFE (and possibly exceed its expenditure target) or to make reductions in other expenditure - either some other part of education such as schools or some other service.

6. If the block grant system worked perfectly and there were no increase in gross expenditure, ratepayers in LEAs which failed to attract NTC business would find themselves paying the same rate but getting less in return - specifically, less NAFE - whereas ratepayers in other areas would get the benefit of an NTC-led expansion in NAFE in their areas at no additional cost. (This would be seen most clearly in the Inner London Education Authority, which receives at present no block grant but might well receive a share of the NTC's grant.) In practice the picture would be complicated by:-

- a) expenditure targets (see paragraph 4 above) or, possibly, from 1985-86, rate limitation;

- b) the practical and legal constraints upon rapid changes in expenditure on NAFE; and
- c) the likelihood that expenditure on other parts of the education service or on other services would be affected.

Conclusion

7. The precise effects on individual authorities of a shift of £100m from the rate support grant to the NTC cannot be predicted with any accuracy. But there is no doubt that some would gain and others lose. The losers seem likely to mitigate the effect on their FE colleges by cutting expenditure on schools.

THE STATE OF NON-ADVANCED FURTHER EDUCATION: AN HMI APPRAISAL

Curriculum, Courses, Vocational Education and Relationships with Employment

Nearly all the 500 institutions in the public sector offer some NAFE and about 400 of them also offer Advanced Further Education (AFE) ranging in proportion from a few Part-time day (PTD) and evening classes up to over 90% of the total effort in Polytechnics. This paper concerns the 400 or so "NAFE Colleges" variously called Colleges of further education, technical colleges, colleges of technology and some that are combined with sixth form provision in tertiary colleges. They also include the 65 county colleges of agriculture and about 50 relatively small schools or colleges of art.

2. The main groups of courses provided in these institutions are:
 - (a) Technical and vocational courses for mainly full-time (FT) students in the 16-19 year age range, and part time (PT) students in the 16-25 age range. Business studies, engineering, construction, applied sciences, art and design, photography and printing, food and catering, agriculture and horticulture, hairdressing, mathematics and computing are the most commonly found subjects. Some colleges are developing open learning methods, for example to serve adult and part-time students in rural areas with small, widely scattered student populations.
 - (b) Courses in FT, PT and concentrated-revision form for the main GCE O and A subjects. These are provided in a variety of different patterns to meet the needs of 16-17 year old school leavers, mature students and part time students wishing to make up entry requirements for AFE and Higher Education (HE), and in combination with vocational courses of the type described in (a) above.
 - (c) "Commissioned" work now mainly for the MSC and for various industry bodies and individual employers. This includes the "off the job" training mainly in engineering and construction for the Industrial Training Boards and the Youth Training Scheme.

- (d) Adult education, mostly in the form of evening classes, in both academic and recreational subjects. Some colleges also provide facilities for University Extra Mural Departments and for the Open University.
- (e) A large and variable quantity of short courses in an immense variety of subjects in which business studies and technology predominate. These range in length from one day to courses of five to seven individual classes.

3. The majority of these colleges have procedures for maintaining contact with employment and business interest in the areas they serve. Advisory committees reporting to the principal and governing body are commonly used, sometimes for the whole college, but more often, particularly in the larger colleges, for individual departments. In addition industrialists and employers are often members of the colleges' governing body. A typical advisory committee includes some governing board members, the principal or a vice-principal, head of department, personnel from the local offices of the Departments of Employment and Industry, and representatives of the main employers having interest in the work of the college. Most colleges also encourage their staff to visit local employers, primarily to discuss the progress of the students they send to the college, but also to discuss the design and composition of the courses they are providing. The co-ordinating and advisory arrangements vary considerably in their effectiveness and often suffer, as do most bodies involved in liaison between education and employment, from a shortage of experienced representatives from employment who are able to give clear messages about their needs as well as their time to guiding institutions towards realistic responses to their requirements. It is fair to say that all these institutions have arrangements for liaison with employment but not all are as good as the best at reading the signals or capable of acting realistically on those they do receive. In part difficulties are due to the rate at which the demand for NAFE has changed quantitatively and qualitatively over the last 7 to 10 years thus taxing the adaptability of the institutions.

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4. In contrast to the schools NAFE is a demand-driven system and the movements in its student population and demand demonstrate the influence of a large number of powerful external factors. Over the last 10 years the character of NAFE has changed considerably. Broadly the volume of work in the FT course area has increased by figures ranging from 50% to 200% but that in the part time area for the 16-18 year old company sponsored entrant, has fallen to about 30% of the 1965-70 level. This follows closely the trend in the last 10 years for the better qualified to remain in full time education up to 18 to 19 years of age and then to take jobs, or to enter HE. There are many statistics to illustrate these changes but three particularly demonstrate some of the salient features:

- (a) The Age Participation Rate (APR) of traditional 16 plus FE entrants has remained about the same for 20 years but the students have moved from being company sponsored trainees on PT courses to being students of FT courses; employers are less involved in training with the result that more has fallen to the colleges to provide.
- (b) There have been marked changes in the number of students on particular courses, for example the proportion of total students following engineering and construction courses in 1965-70 was over 70% but is now something less than 40%.
- (c) While Part Time NAFE is currently at something around 30% of its 1965-70 level, PT AFE contains a large body of 18 plus students (40 to 50%). Many of these have GCE O and A levels and Ordinary diploma qualifications some of which were gained as NAFE students. This suggests that this traditional group of NAFE students has moved to the 18 to 19 year range in AFE and tends to move into employment from that stage bringing in consequence some fundamental changes to the nature of NAFE. In the view of HMI this move should not be inhibited as it provides a sound academic and vocational education that prepares people well for in-company training and further part-time education which most continue while in employment.

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5. In addition to these changes NAFE has become increasingly engaged in making provision for a new kind of student who in earlier times entered relatively unskilled employment at about 16 years of age. These are generally without any formal qualifications, have no clear academic or vocational aims and are appearing in large numbers in NAFE either in special courses designed for them, (eg the Foundation Courses of City and Guilds of London Institute (CGLI) or the Certificate of Pre-Vocational Education - 17+ - (CPVE) to come) or in the MSC sponsored YTS programme, or in the more conventional and longer established parts of NAFE where their ability to progress can cause difficulties.

6. Faced with these conditions NAFE is trying to be efficient, while it is at the same time being called upon to adapt to major changes. A general difficulty for many institutions is that of matching dispositions of teaching staff to changes in course structure and modes of study. The main features of changes in demand can be summarised as follows:

- (a) A substantial increase in the demand for, and use of, O and A level both as free standing courses and in combination with vocational studies, eg business studies. The presence of increasing numbers of students whose employment aims are not fully clear at 16-18 years causes both institutions and students to aim for the broadly generic rather than the specifically vocational.
- (b) Specifically functional vocational programmes continue to thrive in those subject areas where there remains clear and reliable evidence of employment opportunities. Business studies, agriculture and horticulture, hair dressing, hotel and catering studies are examples where excellent courses with large requirements are operating satisfactorily. The manpower supplies for these industries come primarily from this full time, or occasionally sandwich course provision.
- (c) The subject departments coming worst out of these changes are engineering and construction. These departments have by long

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tradition provided for the 16 to 17 year old part time industry sponsored trainee or apprentice. They have been operating in conditions of depressed and varying intake for some time and were it not for the apprenticeship places sponsored by the ITB's many would have had difficulty in obtaining sufficient recruitment to keep going. Some engineering and construction departments have been slow to adapt to the changes in the student population but many are anxious to do what they can, but are puzzled as to what that might be when the employers are uncertain about the future of their industries and their training needs. Some colleges are attempting to mount full time technical Ordinary Diploma courses but these face difficulties in recruitment as many students and their parents prefer the more versatile properties of GCE O and A level courses.

- (d) Constraints upon expenditure have already increased productivity. The ratio of staff to students (SSR) has been tightened by 4% from 1980-81 to 1982-83.

7. In the active subject areas (para 6(b)) such as business studies agriculture and catering, standards of provision, of instruction and relationships with employment are generally good and in a fair number of cases are excellent. NAFE has now acquired a large and well qualified teaching force in the O and A level and related academic subjects. In some academic subjects such as science, business studies and computing and mathematics the concentration and level of provision in some colleges is very good. Some of the older established areas of NAFE such as engineering and construction are in the doldrums and need considerable updating of staff, technical provision and more concentration if they are to be in a better position to respond to modern conditions in the industries. Colleges with a demand for and capacity in electronics and electro-mechanical engineering continue to fare reasonably well but historically these were always academically a cut above and fewer in number than the widely dispersed mechanical craft and production colleges. Standards in electronics generally and micro-electronics and computing appear to be higher in larger colleges where concentrations of resources and links with AFE

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are possible. This is an area that calls out for across the board management if wasteful dispersal of effort is to be avoided.

8. In general NAFE institutions have adapted remarkably well to the considerable changes in the structure of the student population in the last 10 years. However, as patterns of employment and training have changed much NAFE has inevitably become divorced from its direct link with a first employer and in an effort to provide more flexibility it has become more general and pre-vocational. This is not to say that much of NAFE is out of touch with employment nor that it has declined in its "responsiveness". It may be that what has happened in NAFE is that colleges have managed to sense that much training must now be generic rather than specific. This is reflected in courses that aim to bring together formal academic qualifications, vocational training and company based occupations, for example those being planned within the Technical & Vocational Education Initiative (TVEI) which is to be provided in part by NAFE.

9. The demand driven nature of NAFE produces conditions where variable cost effectiveness of institutions or parts of institutions is fairly probable. Such a situation requires skilled and determined management if these are to be kept within tolerable limits. LEA's have not, by and large, managed NAFE tightly. They have practised devolved management and experienced its advantages and disadvantages. The best institutions are effectively managed while others are not, but, within NAFE there are sufficient examples of good practice to build upon in seeking to reform and improve the system.

10. To sum up, there is much in NAFE that is successful in itself and in the service that it provides for employers. There are courses that have lost their way, only in part because of failings in the colleges. There are also courses that call upon colleges to reappraise provision in the light of quite clear changes in the world of work and the examples of the best run colleges and courses indicate how much the quality of what is provided can be improved through effective and determined management.

11. It is difficult to see how the imposition of a new intermediary could improve on the direct links between colleges and employers in the most

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actively successful courses such as agriculture and catering. It might well be the case that such a body would reduce efficiency by introducing an additional and unnecessary stage between employers and course providers.

12. In areas such as engineering and construction NAFE would benefit from updating and re-equipping but, in the main, is in desperate need of clearer messages from the industries themselves about future developments and training needs. In basic-level business studies a programme of re-equipment is needed, linked with staff training that includes among the trainers people from industry.

13. NAFE is a highly autonomous system which up to now has had the capacity to buy adaptation and change, but it is costly to run. External action intended to generate increased efficiency and discourage unnecessary duplication and fragmentation would be most effective if it:

- (a) commissioned those developments which are unlikely to arise spontaneously from the system; and
- (b) set out to encourage NAFE generally to build on the good practice of those courses that successfully combine academic studies, vocational training, in-company training and work experience.

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DES OPTIONS

Note by the Department of Education and Science

1. The Secretaries of State for Education and Science and for Employment are agreed that the existing arrangements for the provision of training and vocational education are defective and wish to consider possible ways of improving the performance of FE colleges by changing the system of financing.
2. The schemes considered by Ministers at their meeting on 6 October - "Options A, B and C" in the official Report - were intended:
 - i. to increase the responsiveness of the FE colleges to the genuine needs of employers in a rapidly changing competitive environment; and
 - ii. to increase value for money in the provision of technical training by the FE colleges.
3. The Secretary of State for Education and Science expressed the concern that Option B & C would antagonise the local authorities and cause them to withhold their cooperation from the Government. This would not only be an obstacle in the way of achieving the objectives of the NTC, but it would also jeopardise the Secretary of State for Education and Science's other educational objectives and especially that of raising the standards of education in schools.
4. At his request, DES officials have accordingly examined

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the scope for other options intended to reduce the risk of provoking the local education authorities while securing the objectives in paragraph 2 above. They are discussed in order below as follows:-

- i. Option D - this is a DES variant of Option C - the NTC would receive, in addition to any money taken over from the MSC, an extra subvention from DES Votes intended to be spent on the improvement of NAFE. This money would be taken from RSG.
- ii Option E - this would leave the machinery of government unchanged and would not involve the MSC or the NTC at all, except as a source of advice to the Department of Education and Science. The DES would take a power to give grants (within the total of RSG) direct to LEAs to improve NAFE.
- iii. Option F - this would include the transfer of responsibility for training policy from the Department of Employment to the DES resulting in the creation of a Department of Education, Training and Science. The NTC would be created as in Options A, to C, but it would report exclusively to the Secretary of State for Education and Science. In other respects the scheme would be similar to Option D.
- iv. Option G - would bring about the greatest integration between the training and education systems. It would involve the creation of a Department of Education, Training and Science as with Option F: the training organisation of the MSC would be abolished,

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the Skill Centres privatised and the YTS would be administered by the local authorities. The DES would acquire leverage.

Option D

5. This is a DES variant of Option C. The NTC would be created and would be responsible chiefly to the Secretary of State for Employment. A certain amount of money would be transferred from the Rate Support Grant to a DES Vote and this would be paid to the NTC for the purpose of improving vocational NAFE. The DES would establish with the NTC the proper disposition of the money provided from DES votes and the NTC would be subject to DES requirements concerning reporting and assessment of the use made of the money. In all other respects (and notably the administration of the YTS) the NTC would be responsible to the Secretary of State for Employment and the funds would come from the Department of Employment Vote.

6. The composition of the Commission would need to reflect this greater educational influence. The individual appointments determined by the Secretary of State for Education and Science would be greater than might be implied by paragraph 5.10 of the 23 September paper, and the composition might be more on the lines of paragraph 5.9.

7. This Option would go some way to reducing the risk of a failure of cooperation by the local authorities. This is a vital point because the Government wishes to see an improvement in the efficiency and responsiveness of the entire NAFE system and not just parts of it. The DES would acquire some much needed leverage to effect improvements in the functioning of the colleges and their maintaining authorities.

8. On the other hand the joint funding arrangements would in time be likely to create considerable managerial problems for the NTC. Furthermore, Option D, like Options B and C, relies on the efficacy of the placing of contracts by a customer standing as proxy for employers. The FE colleges already act to a considerable degree on direct contracts placed by employers; the extra incentive to efficiency and responsiveness following from NTC contract money might not be very great..

9. Against these arguable advantages must be set the likely reaction of LEAs. Although they are likely to be less hostile to Option D than to Options B and C because of the direct involvement of the Secretary of State for Education and Science, they would still regard the scheme as the removal of some of their authority by central government and the placing of funds to which they are "entitled" in the hands of an organisation for whose general competence they do not have a high regard.

Option E

10. This Option would not involve any change in the machinery of government, but it would place responsibility for the new action to improve the responsiveness and efficiency of NAFE entirely in the hands of the DES. The MSC or NTC would be involved as a source of advice to the DES. The DES would take a power to give grants direct to the LEAs for one specific purpose: namely the improvement of vocational and pre-vocational NAFE. It would not be intended that the grants would be in respect of the schools, higher education and courses provided within NAFE of the type provided in schools or which fall within the title "adult liberal education". The justification for this distinction would be the Government's special responsibility to improve training and vocational skills for the sake

of the performance of the national economy.

11. The new grant making power would be similar in some respects to the proposed education support grants. But the legislation would need to be quite separate from and additional to the Bill creating education support grants, which are intended to be small in scale, to provide only temporary support for any one activity and to be used for the improvement of education generally.

12. The DES would need to create new arrangements for taking advice on training needs from all reputable sources including the MSC or the NTC. The precise manner in which the new direct grants would be devised would have to be worked out as a result of that process of consultation. It would be advisable for the Government to postpone any decision on the total amount of the grants until after those consultations were complete. The information at present available to Ministers does not permit them to take an informed judgement about how extensive the grant making power would validly need to be.

13. This Option has the advantage (by comparison with Options already discussed and Option F below) that it does not rely on the shaky arguments for an extension of the proxy customer principle - see paragraph 8 above. The use of the powers could be directed to the improvement of the NAFE system as a whole. The total amount of the grant in any year could be matched to the cost of the NAFE courses directly concerned; while the conditions attached to the allocation of grants to individual authorities could be used to influence the quality and cost-effectiveness of other related courses in the same institution. This is a task which could only be performed by the Department

of Education and Science.

14. Like Options A-D, this Option rests on the belief that the efficiency of NAFE depends on greater intervention from the centre. This Option would certainly not avoid objections from the local authorities entirely. They have already opposed the creation of education support grants and could be expected to object to this further extension of central government power and control of money. But the Option has a greater chance of securing local authority cooperation than Option C or Option D.

Option F

15. This Option, like Option G discussed below, involves a major change in the machinery of government: namely the transfer of responsibility for training from the Department of Employment to the DES and the creation of a Department of Education, Training and Science (DETS). There are powerful arguments for bringing responsibility for the whole of education and publicly funded training together. It is not feasible to transfer the whole of education responsibilities to the Department of Employment; but the reverse transfer is conceivable. The new Department would be able to evolve policies for the coordinated and rational development of training and education in a fast moving environment where the overlap between the two is becoming increasingly anomalous. In other respects Option E would be similar to Option C. The NTC would be created. It would be funded exclusively from the new Department of Education, Training and Science. The NTC would continue to administer the YTS etc. It would in addition receive some monies transferred from the Rate Support Grant for the purposes of increasing the responsiveness and effectiveness of NAFE. The points made in paragraphs 8 and 9 thus apply to this Option too.

Option G

16. Like Option F this involves the creation of a Department of Education, Training and Science (DETS). But it would go further. The bureaucracy associated with the training responsibilities of the MSC would not be transferred to a new Commission but abolished. Some staff would be transferred to the new DETS in order to give it a very slim regional organisation - but nothing on the scale of the present MSC. The Skill Centres would be privatised. The DETS would administer the YTS through the local authorities. A new body advisory to the DETS on training matters might be established. The new Department would be given the same type of grant making power as specified in Option E.

17. This Option would give the greatest scope for the integration of policies for education and training and also a considerable saving in the State controlled bureaucracy. The abolition of the MSC's training role would be widely welcomed by local authorities and the new scheme would appear to stand a reasonable chance of securing their full cooperation.

Conclusions

18. The first point for Ministers to consider at their next meeting is whether they are prepared to contemplate the major change in the machinery of government required for the creation of a Department of Education, Training and Science - Options F and G above.

19. If so the choice between Options F and G turns on the importance attached to the principle of a "proxy customer".

The arguments are summarised in paragraph 8 above.

20. If the creation of a DETS is not envisaged, Ministers will wish to consider the case for Options D and E. Again the value placed upon the "proxy customer" principle needs to be assessed alongside the advantage of giving the Education Secretary additional direct leverage to influence NAFE to greater efficiency.

DES

14 October 1983

COMMENT

A first look at TVEI

Elsewhere in this issue, Philip Venning reports on the early progress of three of the 14 Technical and Vocational Education Initiative projects – those in Devon, Barnsley and Hertfordshire. For obvious reasons it is mainly a matter of reporting aspirations at this stage. The TVEI has been set up at break-neck speed. The proposal itself was sprung on the world less than a year ago – a brilliant *coup* for Mr David Young, an opportunist's stroke which caught the Prime Minister's imagination and one which by-passed all the normal consultations. But when launched it was no more than a half-baked idea: all the planning remained to be done, and the only people who could do it were the local education authorities and the schools.

Though the Manpower Services Commission remain the paymasters, and may still turn out to have some disagreeable shots in their locker, the initiative is now clearly in the hands of the educators. This week's feature shows how varied the results are likely to be. Each of the three projects is developing differently. Each l.e.a. has interpreted the brief according to its own circumstances and its own strengths and weaknesses. A common feature is the emphasis on shining new equipment – not surprisingly, given the chance of buying new hardware at the MSC's expense. Whether this is going to make for the best kind of curriculum development remains to be seen. Without disputing the need to provide proper equipment, it is difficult to resist the Joseph-like belief that it is



TVEI pupils at St James High School, Exeter

not a lack of equipment which has hitherto inhibited new ideas about the curriculum.

Various questions seem to be emerging about the nature of the options which pupils will be invited to exercise at 14 and the extent to which they involve irrevocable commitments or exclusive choices. These questions go to the root of the secondary school curriculum dilemma – how to reconcile the objectives of a broad general education with a realistic recognition of a variety of talents, interests and outcomes. The limitation of the T and V aspects of TVEI to 30 per cent of the programme seems to retain the possibility of a genuine common core – but also emphasizes the often-overlooked distinction between diversified curricula with a common core and the much more prescriptive notion of a common curriculum.

Barnsley's TVEI scheme shows some of the signs of strain which are implicit in the desire to make it a success while also making sure it doesn't get any special or privileged treatment which might make TVEI

pupils more equal than others. There seems to be no way out of this maze: an exemplary scheme, intended to influence the whole system by demonstrating what can be done under favourable conditions with extra resources, is bound to bring unequal benefits to those lucky enough to be chosen as guinea pigs.

This, of course, makes it even more desirable to ensure that those taken into the scheme are a reasonable cross-section of the school population. First impressions seem mixed on this score. Some authorities have achieved a very creditable mix of ability and gender. Others are finding it more difficult. Barnsley, for instance, has reportedly found it particularly difficult to overcome the sex-stereotyping which restricts demand from girls for certain technical options.

It will be important, too, to look at the experience of schools in areas surrounding those which are now receiving the TVEI boost. Some teachers in Devon schools beyond the catchment areas of the TVEI project, complain that while MSC cash for expensive new equipment flows like

water for the chosen few, elsewhere in the county there is no money for new books for a science department which wants to change its chemistry course, or even to maintain the equipment and resources required for the last generation of curriculum development projects. If TVEI is just a new patch sewn into an old garment then it would be wise to look out for splitting at the seams.

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TVEI

The Manpower Services Commission scheme to introduce technical and vocational education for pupils of all abilities from 14 to 18, started this term in 14 areas. *The TES* visited three very different projects – in Devon, Barnsley, and Hertfordshire – and found:

- Thousands of pounds' worth of new computers, electronic typewriters, technical equipment and books, but confusion about how they should be used.
 - Fears that some 14 year olds are having to make irrevocable career decisions.
 - One project where important elements will not be put into effect until next year, if ever.
- Full story pages 12 and 13.

TVEI

From MSC dream to curriculum reality?

The new technical and vocational education initiative for 14 to 18-year-olds was sprung on a surprised educational world last autumn by the Manpower Services Commission.

Although Sir Keith Joseph, the Education Secretary, was clearly closely involved in the plan to bring a more technical and career orientated curriculum into the classroom, neither teachers nor local authorities were consulted before the announcement.

Some Labour l.e.a.s denounced the scheme as creating an academic and technical divide in

schools. Most authorities showed interest, not least because of the large sums of money the MSC was offering to set the projects up.

Under the terms laid down each authority running a scheme had to satisfy the following criteria:

- 1 Girls and boys should normally be taught together and care should be taken to avoid discrimination and sex stereotyping;
- 2 Programmes should provide four-year curricula designed to prepare the pupil for particular aspects of employment and for adult life in a

changing society;

- 3 They should have clear objectives and encourage initiative and problem-solving ability;
- 4 They should have a general and a technical/vocational element but the balance can vary;
- 5 These elements should be broadly related to potential job opportunities;
- 6 Planned work experience should be an integral part from the age of 15;
- 7 Courses should be capable of being linked effectively with subsequent training/educational opportunities, and

8 There should be regular assessment and careers counselling with all students and their parents receiving periodic written assessments.

Pilot programmes started this term in 14 local authorities - Barnsley, Bedfordshire, Birmingham, Bradford, Clwyd, Devon, Enfield, Hereford and Worcester, Hertfordshire, Leicestershire, Sandwell, Staffordshire, Wigan and Wirral.

Philip Venning visited three of them - Barnsley, Devon and Hertfordshire - to see how the fine words of the original submissions to the MSC are working out.

Making the most of a Christmas present

BARNSELEY

In Barnsley TVEI has meant that children are having to commit themselves to their future career line at the age of 13 or 14, with no special careers advice, and in most schools this year with no real choice. However, in some schools TVEI children are indistinguishable from their fellows.

Barnsley's controversial scheme has been complicated by the fact that some important features are still at the drawing board stage. The most notable postponement has been the introduction of a consortium system of linked

schools, designed to widen the choice of TVEI pupils.

As a left-wing Labour authority, Barnsley was an unlikely area to bid for a pilot (many Labour authorities are opposed to TVEI on principle), and it was certainly surprised to have been accepted. According to Mr Jerry Oddie, the education officer responsible for the scheme, secondary heads were split down the middle over whether to participate, and it was only those in favour whose schools form part of the plan.

The resulting scheme is based on four 11 to 18 schools, three 11 to 16 schools, a sixth-form college, college of art, and college of technology.

In addition to a basic course in

information technology, each pupil will be required to choose, and stick to, one of five broad occupational areas - administrative and clerical services; agriculture and horticulture; technology; services (including food preparation, and personal, community and health services); and performing arts.

With the exception of Penistone Grammar School, which is isolated in the west of the authority and will be offering two specialisms, each school will concentrate on one of the five subject areas.

A key part of the plan that was approved by the Manpower Services Commission is that two groups of three schools should be linked in consortia, sharing their TVEI pupils so that each

child would be able to choose from at least three subject areas.

However, the consortium idea has been shelved - and it faces opposition - with the result that a pupil at Kirk Balk school, for example, can only opt for technology while a pupil at Worsbrough school can only choose administrative services.

The fifth option - performing arts - is due to start as a linked course at the college of art next year, but there remain doubts about how it will fit into school timetables and about the high cost of building it will require.

In some cases the schools will simply be expanding an expertise they already possess, in others TVEI work will

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Signing on the dotted line . . .

DEVON

Devon is so determined that its 14-year-olds who choose TVEI will stick with it for the four years, that it wants to introduce a "quasi-legal document" for parents and children to sign, committing them to stay the course.

Though the planners ducked the issue this year - because it is inevitably controversial - it will receive high priority next year, according to Mr Geoffrey Philpotts, the project director.

Devon's scheme is based in Exeter's five secondary schools and tertiary college. In practice Mr Philpotts expects about 75 out of 250 to drop out at 16. But he sees this as an opportunity for children from outlying schools or local independent schools to have the second two years of the TVEI course in the college. No one would be stopped from leaving for a job.

The justification for wanting a commitment from the children is that TVEI should be seen as a complete four-year curriculum package, and not simply another third or fourth-year option.

Though Gordon and Alison had rather different reasons for choosing the TVEI course at Vincent Thompson School, Exeter, neither seemed unduly worried by the fact that they had been forced to make an irrevocable decision rather young.

"I was interested because it is about business and technology and you'll be fully qualified in four years," said Gordon, who has set his sights on a career in electronics. The more practical side of the course particularly appealed. Some of the teachers and his friends not on it had been sceptical to start with, but they were now jealous of all the new equipment.

Alison said she liked the prospect of going to college. She wanted to join the Army (or perhaps become a secretary) and TVEI was a way of filling in the time until she was 17 and could apply to the Services. She especially liked the technology part of the course.

The planners are quick to point out that a child choosing TVEI is not being forced to make a career decision at an unrealistically early age: on the contrary. Highly developed careers guidance and work-tasting, and a scheme that will ensure that every TVEI pupil is made aware of a diverse range of occupations, are an important element of the plan.

More importantly, the planners emphasize that TVEI will form no more than 30 per cent of the child's timetable in the two years at school. This will rise to 70 and 80 per cent in the two college years.

For most of the time the TVEI pupils will be part of normal school life, doing core subjects such as maths and English, according to Dr Roger Mylward, an education officer and one of the architects of the scheme. He said: "We do not want an elite group of children walking round with armbands saying 'We are the TVEI kids with all the money'."

The fact that TVEI forms only 30 per cent of the curriculum has been a strong selling point to the more able pupils. "A high-flier can still do five or six O levels as well as any qualifications they get through TVEI," said Dr Mylward. "They could go on to do three straight A levels or perhaps two As and a BEC course."

Though the beginning of term has seen some minor alterations in numbers, of the pupils on TVEI in Exeter there is slight bias towards the more able, with 24 per cent of the most able 20 per cent, 62 per cent of the middle band, and 14 per cent of the bottom 20 per cent.

There is considerable variation between schools, however. St James, a school with a highly enthusiastic head has 36 per cent high-fliers, while Priory has only 6 per cent. But all the schools complained that their recruitment was strongly affected by the fact that TVEI appeared after the children had already chosen their options for this year. By coincidence the split between boys and girls is almost equal (139 boys, 136 girls).

The Devon scheme is diverse, and allows individual heads considerable autonomy in how they put into effect the agreed guidelines on what the curriculum should contain and how it should be taught.

In the first year all pupils will cover three areas of learning: technology at work; the world of business; and personal and community services. In the process they will have to undertake group assignments, a spell away from home, and visits to local employers. Throughout the scheme the accent will

be on problem-solving, rather than conventional teaching.

The scheme is actually not fully working yet. Though various new temporary classrooms have been built and huge quantities of hardware bought - ranging from computers, video-recorders and electronic typewriters to high grade sewing machines and draughting equipment - it will be some weeks before everything is in place. As a start most pupils are on an induction course, designed to teach basic skills, such as how to use libraries, how to complete personal diaries that are an essential part of the scheme, and preparing them for flexible working hours.

At Vincent Thompson school, the 48 TVEI pupils have started their first assignment - in groups of 12 they are designing and making an educational game for seven-year-olds. Over about eight weeks they will be visiting their former primary schools to research their ideas before building a prototype. The winning idea will be sent on spec to Waddingtons, the game manufacturers. The aim has been to provide a gentle introduction to project work in the community, to be used for more ambitious future tasks.

At the end of this month they will be going for two days to the Dartmoor Centre, and will complete their week's residential element near an industrial area next spring. One reason for this requirement is to permit counselling to take place under informal conditions.

TVEI pupils from St James' High School have already had a week near Plymouth, during which they were given financial and administrative control, organizing activities, deciding how much to spend on food, and doing all the cooking, cleaning, typing of letters and so on. There were also visits to local factories, and an assignment to produce a brochure on the city, suitable for a foreigner.

Within the school their first assignment was also designed to be an easy introduction to this method of working - a study of seating round the school, how it was arranged, whether it met the need, what condition it was in.

At a later stage they will be writing a booklet for middle schools on how to use computers, using the TVEI pupils to do some of the teaching.

In both schools the problem-solving approach is built firmly on the principle of fully mixed-ability groups,

though it is recognized there may be some separation in later years. "We must attain the maximum potential of each individual," said Mr Mike Cowton, head of Vincent Thompson. "But there is no question of setting or streaming. In the second year it will be much more like an Open University course where pupils can opt in at the level appropriate to them."

Leading the curriculum development within each school is a Scale 4 teacher (collectively they make up the project team, along with an extra careers officer, Mr Philpotts and his assistant, and Dr Mylward). They will have the back-up of one Scale 2 teacher in each school, plus five full-timers, available as part-timers who have still to be appointed.

An important feature will be links between schools that allow specialist equipment, placed in one school, to be used by pupils from others; and also links between schools and the college. One reason Devon believes its application was successful was that it already has a well established liaison between the institutions under the Exeter Academic Council.

According to Mr Roy Pryke, the deputy chief education officer, there are two general worries - the fact that the MSC has been slow to start evaluating the scheme (in Devon, Professor Richard Pring of Exeter university will be doing so on behalf of the authority), and the fact that the attitude of the universities and exam boards is still unknown. They were determined that TVEI should not become a polytechnic route to higher education.

Though it is clear that enthusiasm varies among heads within the scheme there is obviously considerable interest for what TVEI has already achieved, simply in terms of stimulating new ideas.

"The important thing is not that we've got a lot of money. That was the bait," said Mr John Watson, head of St James' High School. "What matters is the liberating effect it has had on the whole curriculum."

The speed at which TVEI has been put together has created problems, with complaints about lack of consultation and doubts from some governors about their say in the curriculum. But the enthusiasts believe this is outweighed by the evidence that time-honoured ways of doing things in education can change.

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"The money has been offered and we have to prove what we can do," said Mr Pryke. "It's a style of operating that's galvanizing. Whatever happens I'm sure it will be a permanent shift - anything is possible will be the attitude across the whole system." Dr Mylward agrees, saying: "Education will never be the same again. If you compare TVEI with the 16-plus, it is a turning point."



Taking the high-tech road to your job

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HERTFORDSHIRE

Hertfordshire is determined there will be no window dressing in its project. Maths has not been renamed "numeracy skills" nor English "communications". If anything the reverse is true - they have deliberately disguised what they believe is a radical change in familiar, and hence more acceptable, clothes.

"Our scheme probably looks less radical in curricular terms than some others," said Dr Ron Wallace, the project co-ordinator. "It is adding six new options to our existing fourth and fifth-year options scheme, with consequential changes for the 16 to 18 curriculum. Its purpose is to increase the technological content of the curriculum but to keep it within a balanced general education, and more particularly to ensure the full cross-section of ability is covered including the ablest."

The scheme is based in all 10 secondary schools in Stevenage, one of the first London new towns, with a high proportion of high technology industries, such as British Aerospace and ICL.

Not surprisingly, perhaps, the Stevenage project is entirely technology-based. Pupils have to choose three TVEI options from three pairs of subjects: computer studies, or engineering design and craft; modular technology, or electrical, electronic instrumentation; and information technology with industrial studies, or information technology with office practice.

One advantage of being a fairly limited scheme is that it has made it easier to establish quickly (though one key feature - two specially equipped technology buses which will tour the schools - will not be ready until half term).

"By concentrating on one area we are making it impossible for schools to drag their feet and say they don't want two computer rooms," said Dr Wallace. Because all schools are involved, there was no question of high or low status attached to TVEI schools. This was important in an age of parental choice.

Inevitably, some schools were further advanced with their teaching of technology and computer studies than others. Perhaps the biggest changes have been in the two girls' schools in the scheme.

Stevenage Girls' School, for example, has used TVEI money to equip two spare rooms for technology, and engineering design and craft, and electrical and electronic instrumentation courses. This equipment can now be used by all the girls in the school and "in that way TVEI has brought equality overnight."

Of the 305 pupils on TVEI this term (slightly more than the official target of 270), there is a good distribution of abilities, with a slight bias towards the more able in some schools. But there are only 122 girls. While the planners

admit this is not satisfactory, they do see it as a considerable advance on the previous position when relatively few girls were doing technology.

Within Hertfordshire as a whole there is a tradition that even the bottom 40 per cent are entered for public exams, so that all the TVEI courses will be aimed at CSE or O levels (with the exception of office skills which will lead to RSA exams). Though special education pupils are not catered for at the moment, talks are in progress about how to include them.

One factor that Hertfordshire believes is in its favour is that the project co-ordinator, Dr Wallace, was until recently head of a Stevenage secondary school, and consequently knows the schools well (unlike his counterparts in Devon and Barnsley, for example, who both have a background in further education).

In the short term, mainly as a means of getting the scheme into quick operation, the scheme will be using both peripatetic teachers and equipment.

Pupils are being taught in their own schools for the first two years, to some extent by existing staff, but mainly by a team of six specialists who will visit each school in two (and perhaps three) buses equipped as a computer network unit, an electronic office unit, and a technology unit.

As the buses are not yet ready the pupils travel to a disused primary school where some of the hardware has been installed.

It does mean that the touring experts have to teach the same lesson repeatedly but those involved claim that pupils from each school are so different that this is not a problem. They are also expected to spend time developing course materials.

The longer-term aim is to build up the amount of equipment in each school and the expertise of the normal staff to the point where the buses are no longer needed.

"I want the special nature of TVEI imposed from outside with specialist teaching coming to schools to disappear as soon as possible. Once it is established in the schools I'm sure it will survive," Dr Wallace said.

The aim is to give in-service training to as many staff as possible, partly in the subject matter (existing craft teachers need to know how to work the numerically-controlled machines that are being installed), and partly in new techniques of guidance and assessment.

The project is also encouraging involvement by local industry, and two firms ITT and British Aerospace have offered the help of five staff, two of them to spend some time on syllabus development. Employers will also be represented along with teachers and local authority representatives, on the board that will oversee the project.

As in all TVEI schemes the Stevenage project entails an element of work experience, with a requirement of one week in term time and one in the holidays in the first year. This amount will rise steadily in later years of the

course.

Emphasis is also being put on improved careers advice. One extra teacher has already been appointed, and more may be as the scheme progresses.

At Heathcote School, which is offering modular technology and information technology with industrial studies, TVEI has largely extended what they were already doing, according to Mr Kenneth Walsh, the head. They already had a technology centre and

this week opened a new computer centre, designed for community use.

In a beginner's class, for example, 14-year-old boys and girls were sorting through a box of transistors donated by industry testing for those that worked, while another group was studying the behaviour of capacitors.

At the back of the classroom there was a large box of new items bought with TVEI money, ranging from oscilloscopes to soldering irons, and from electric motors to switches.

One result of TVEI was that the school was having a complete review of all technical and vocational education from the first year onwards. Mr Walsh said that its presence had stimulated his staff into fresh thinking. There had been some resentment from staff in non-TVEI subjects, but he had pointed out that the funding meant that there would be more capitation money released for non-technical subjects.

The most immediate priority is to

flesh out the proposals for the curriculum after 16. Two years ago the Stevenage schools formed three consortia to help rationalize their post-16 teaching. These will form the basis for TVEI within schools, backed up by links with Stevenage College, particularly over BTEC courses. But TVEI will definitely remain school-based for the full four years (all schools are 11 to 18).

Throughout the emphasis will be on employability. Though unemployment in the town is considerable, heads are confident that TVEI will be a strong recommendation. "TVEI courses will not provide job-training in a narrow sense," Mr Walsh told his parents in an explanatory booklet. "They will provide a range of skills and experiences which have been chosen to fit in with the country's known manpower needs. They are related to job vacancies which are known to exist locally and which are forecast to exist both locally and nationally for many years."

The study did not find that any factor explained inter-authority differences in participation in part-time study or full-time non-advanced study outside schools.

The more southerly the region, the more young people tend to take part in full-time education, the study shows, although the south-west was close to the national average (24 per cent). Other exceptions were the north-west, where participation was higher than in other northern regions, and East Anglia, where it was lower than in other nearby regions.

Participation in part-time courses followed the reverse pattern: higher in northerly regions (around 15 per cent) than in the south (10 per cent) although the figure for the suburban south-east was higher, at 12½ per cent.

The figures cover participation only in state education, so affluent authorities like Richmond in Greater London and Trafford in Greater Manchester may appear to have low participation rates because parents pay for private education, the statisticians explain.

Comparing their results with earlier findings summarized in a bulletin in 1979, the statisticians say the effect of the socio-economic factor remained roughly consistent over the five-year period 1976 to 1981.

Unlike the last study, this bulletin includes an analysis of the 16-year-olds as well as the 16 to 19-year-olds. This found that class and the ethnic minority factor appeared to make less difference at the age of 16, accounting for 10 per cent less of the variation between local education authorities. For example, in 1980-81, socio-economic class explained 62 per cent of the difference between l.e.a.s. in the proportion of 16-year-olds taking GCE or CSE exams and this rose to 67 per cent if combined with the ethnic minority factor.

Participation in Education by the 16 to 19 Age Group and its Association with the Socio-Economic Characteristics of an Area, Statistical Bulletin 12/83, available from the Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH.

East Midlands					
Derbyshire	31.7	5.12	13.5	13.9	14.3
Leicestershire	36.5	13.08	17.2	17.3	18.0
Lincolnshire	35.8	2.97	14.6	15.4	16.5
Northamptonshire	32.6	5.59	14.7	14.3	15.1
Nottinghamshire	32.9	6.23	14.1	13.9	13.8
West Midlands					
Hereford & Worcester	40.3	3.17	15.6	15.9	16.7
Salop	35.5	4.14	16.8	17.2	17.5
Staffordshire	32.5	2.34	13.3	13.8	14.9
Warwickshire	38.8	7.17	16.6	16.3	18.2
Birmingham	32.6	22.75	17.0	16.7	17.0
Coventry	30.5	15.01	14.7	14.7	14.1
Dudley	33.0	5.86	14.0	14.8	15.4
Sandwell	22.4	17.77	11.6	12.1	12.4
Solihull	43.1	4.11	17.9	19.5	18.9
Walsall	30.4	10.53	14.8	14.1	14.3
Wolverhampton	30.9	25.70	17.8	18.3	17.9
East Anglia					
Cambridgeshire	40.6	7.24	16.1	15.4	16.5
Norfolk	36.4	2.94	13.3	14.3	15.0
Suffolk	36.9	6.90	12.0	12.5	12.7
Greater London					
ILEA	44.1	29.29	16.7	15.8	15.9
Barking	26.4	6.98	10.5	10.2	10.8
Barnet	61.9	21.45	27.8	27.8	29.4
Bexley	49.3	6.01	22.0	21.7	22.0
Brent	45.3	46.33	28.7	25.3	26.2
Bromley	63.8	7.64	25.7	25.5	24.6
Croydon	61.4	17.54	21.8	22.8	23.0
Ealing	47.1	39.00	21.9	22.1	21.6
Enfield	46.6	15.95	21.7	21.3	21.6
Haringey	43.0	41.81	22.4	19.9	20.2
Harrow	61.3	19.40	24.8	24.4	26.3
Havering	45.9	3.60	17.3	17.6	18.4
Hillingdon	49.6	10.95	19.5	19.4	18.8
Hounslow	47.0	23.12	22.2	20.8	21.1
Kingston upon Thames	69.5	7.88	24.2	23.5	24.6
Merton	51.8	20.43	22.4	24.0	23.5
Newham	26.5	34.55	15.4	15.5	16.1
Redbridge	54.3	13.83	22.5	21.5	22.1
Richmond upon Thames	63.3	11.84	23.3	21.3	18.5
Sutton	57.3	6.23	21.2	21.5	22.8
Waltham Forest	37.7	26.18	17.7	16.8	16.6
Other South-East					
Bedfordshire	38.8	11.90	15.8	18.8	17.1
Berkshire	46.9	9.06	18.8	18.9	19.6
Buckinghamshire	49.6	7.92	20.8	20.4	21.3
East Sussex	51.8	3.75	17.0	18.1	18.8
Essex	45.9	3.42	17.3	17.8	18.4
Hampshire	43.3	4.27	16.5	17.0	17.6
Hertfordshire	50.2	5.72	22.2	23.0	23.5
Isle of Wight	46.9	2.77	15.8	16.1	19.1
Kent	43.8	4.73	18.4	18.9	19.5
Oxfordshire	44.5	8.87	16.3	16.6	16.9
Surrey	59.3	5.38	22.4	22.5	23.2
West Sussex	53.9	3.70	19.1	20.3	21.4
South West					
Avon	44.5	5.03	16.0	15.7	16.7
Cornwall & Isles of Scilly	35.3	3.17	17.3	17.8	18.6
Devon	42.9	2.82	13.9	14.0	14.5
Dorset	47.6	4.18	15.6	15.5	16.8
Gloucestershire	41.7	4.19	16.5	17.1	17.7
Somerset	40.6	2.15	14.1	15.3	15.8
Wiltshire	37.8	5.51	15.4	14.6	15.2