

Improving Lives: Helping Workless Families Indicators 2018



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Key

- **2016/17**: financial year or school year, unless otherwise specified.
- **2017**: calendar year.
- **2016-2017**: two-year period.
- Charts in grey provide supporting statistics to the headline indicators

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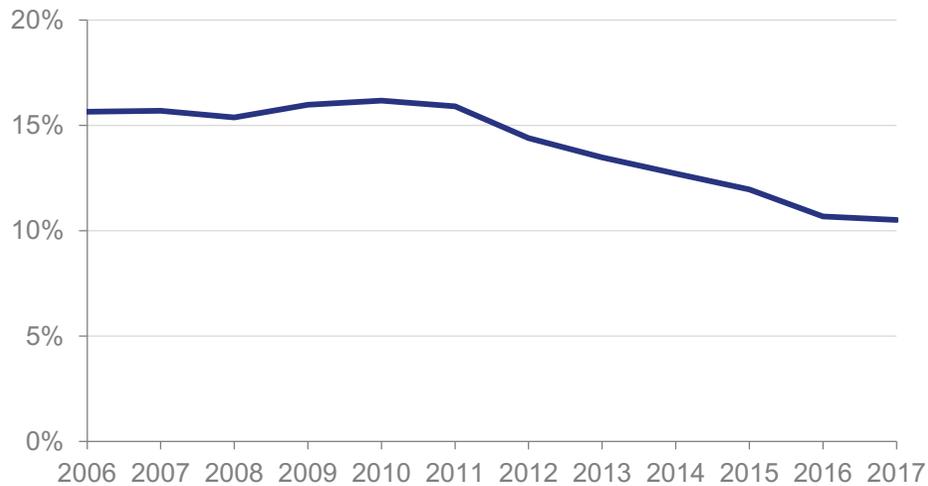
Published March 2018

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Indicator 1: parental worklessness

Parental worklessness measures: overview

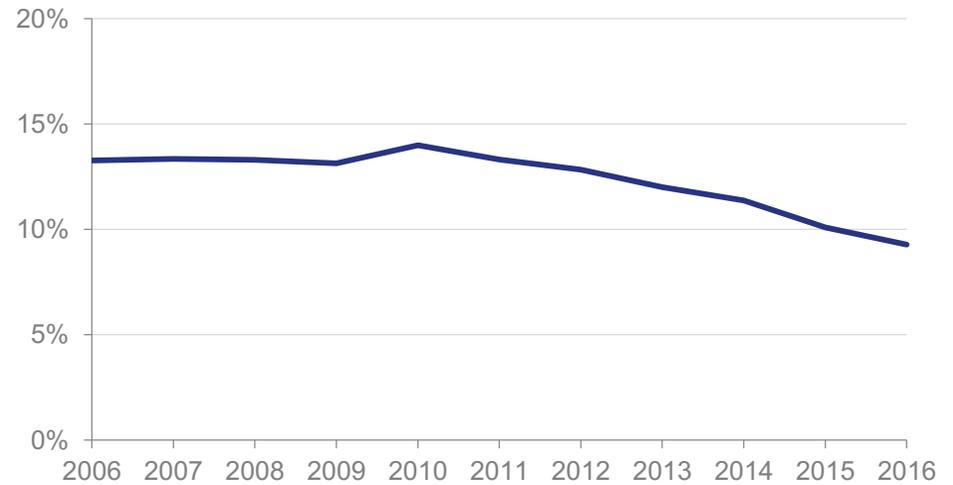
Proportion of children living in workless households (UK)



Source: Labour Force Survey, Q4 2017 (UK)

- This measure captures the proportion of children living in households where all adults aged 16 or over are economically inactive or unemployed.
- 11 per cent of all children (around 1.3 million children) were living in workless households in the fourth quarter of 2017. The measure has seen a continued annual decrease since 2010.

Proportion of children living in long-term workless households (UK)



Source: Annual Population Survey, 2016 (UK)

- This measure captures the proportion of children living in households where all adults aged 16 or over have been workless for at least twelve months.
- Nine per cent of all children were in long-term workless households in 2016 (around 80 per cent of all children in workless households). The measure has seen a continued decrease since 2010.

Parental worklessness measures: methodology and sources

Methodology

Figures for the **proportion of children living in workless households in the UK** are based on the Labour Force Survey (LFS) which is conducted quarterly with a sample size of around 100,000 people. The measure is based on the fourth quarter of the Labour Force Survey data for each year, and is not comparable quarter-on-quarter because of seasonal fluctuations. The measure captures the proportion of children living in households where all adults aged 16 or over are workless (workless households). A workless household is defined as a household which has at least one adult aged 16 to 64 and all adults in the household, aged 16 or over, are currently economically inactive or unemployed.

Figures for the **proportion of children living in long-term workless households in the UK** are based on the Annual Population Survey (APS) which boosts the quarterly Labour Force Survey (LFS) sample size to around 300,000 people. The APS uses LFS waves and the Local Labour Force Survey (LLFS) samples to provide a rolling annual survey each quarter. This allows additional breakdowns, such as breakdowns by disability, ethnicity and family status.

The measure captures the proportion of children living in households where all adults aged 16 or over have been workless for at least twelve months. A long-term workless household is defined as a household which has at least one adult aged 16 to 64, and all adults in the household, aged 16 or over, are unemployed or inactive and have either:

- been out of work for 12 months or more; or
- never worked (in a paid job).

The definition of a long-term workless household does not necessarily imply that adults within the household are also long-term unemployed, using the Eurostat and ILO definition of long-term unemployment. Some adults may also have been out of work for 12 months or more, but had periods of inactivity such as looking after family or home, or illness, during that time. All these types of economic inactivity are counted as long-term worklessness.

Sources

Proportion of children living in workless households in the UK:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/workingandworklesshouseholds/octobertodecember2017>

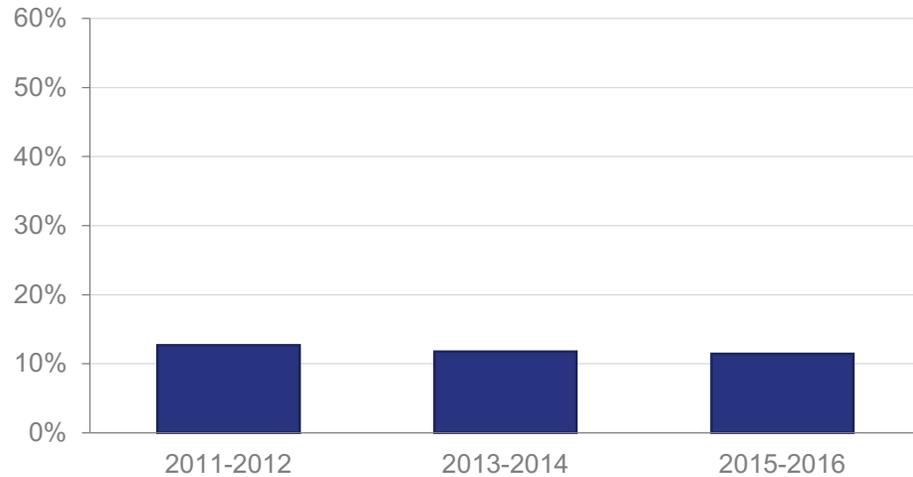
Proportion of children living in long-term workless households in the UK:

<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/childrenlivinginlongtermworklesshouseholdsintheuk/2016>

Indicator 2: parental conflict

Parental conflict measures: overview

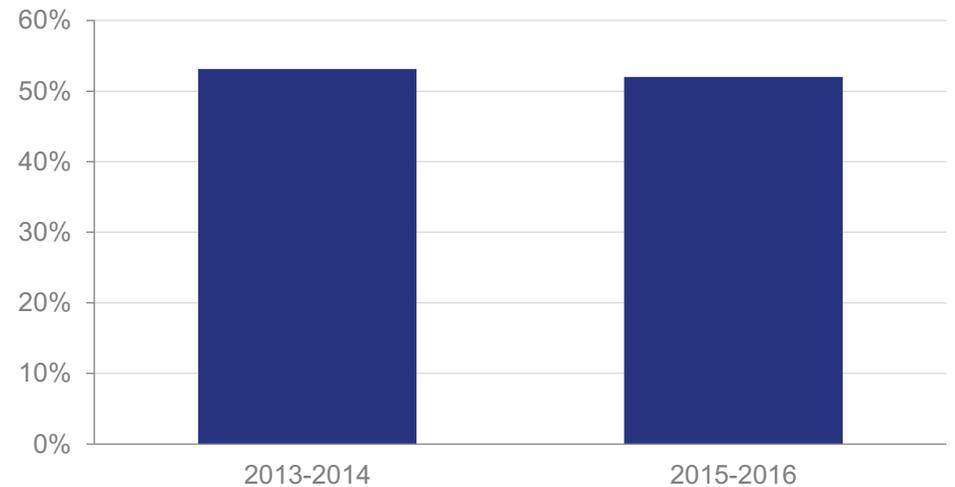
Proportion of children in couple-parent families reporting relationship distress (UK)



Source: Understanding Society survey 2011-2016 (UK)

- In 2015-16, 11 per cent of children in couple-parent families were living with at least one parent reporting relationship distress.
- This is two percentage points less than reported in 2011-12.

Proportion of children living in separated families who see their non-resident parents regularly (UK)



Source: Understanding Society survey 2013-2016 (UK)

- In 2015-16, 52 per cent of children in separated families saw their non-resident parent regularly – that is, at least fortnightly.
- This is one percentage point less than reported in 2013-14.

Parental conflict measures: methodology and sources

Methodology

The parental conflict indicator is comprised of two measures:

- **the proportion of children in couple-parent families living with parents who report relationship distress**
- **the proportion of children in separated families who see their non-resident parents regularly**

These measures were developed by DWP analysts using Understanding Society survey data and further information can be found in the publication: [Parental Conflict Indicator 2011-12 to 2015-16](#).

The Understanding Society survey covers England, Scotland, Wales and Northern Ireland, and has been interviewing up to 40,000 households across the UK annually from 2009 onwards. Households are interviewed at one point in each wave, either in year 1 or year 2 of the wave, and then interviewed 2 years later in a subsequent wave. These measures are owned by DWP.

In our indicator, a **couple-parent family** is classified as experiencing relationship distress if either parent responds that most or all the time they consider divorce, regret living together, quarrel, or get on each other's nerves (in response to questions asking about their relationship with their partner). Further detail on how these questions were chosen can be found in the publication: [Parental Conflict Indicator 2011-12 to 2015-16](#).

Information around relationship quality between **separated parents** is missing in the Understanding Society survey for 2013-14 (for around 30 per cent of cases). Analysis of the available data around relationship quality between separated parents shows that when contact between the child and the non-resident parent is regular, it is predictive of reasonable relations between parents. This leads us to focus on the frequency of contact between the non-resident parent and child which serves as a proxy for reasonable quality inter-parental relationships among separated families, as well as being a positive outcome in its own right. We have defined regular contact as the child 'usually seeing' the non-resident parent 'at least fortnightly' during term time. Further detail on how this measure was generated is reported in [Parental Conflict Indicator 2011-12 to 2015-16](#).

Years 2011-12 and 2013-14 of this indicator were published in April 2017 in [Improving Lives: Helping Workless Families](#). In that publication, a longitudinal approach was taken i.e. children whose families had dropped out of the survey were not included in our sample.

This publication takes a cross-sectional approach, i.e. it uses an underlying sample which includes children present in any of the relevant waves for analysis – relevant waves being those in which the relationship and regularity of contact questions are asked (in this case, biennially). The different methodologies used in each publication means that the figures from the original Improving Lives publication and this publication are not directly comparable.

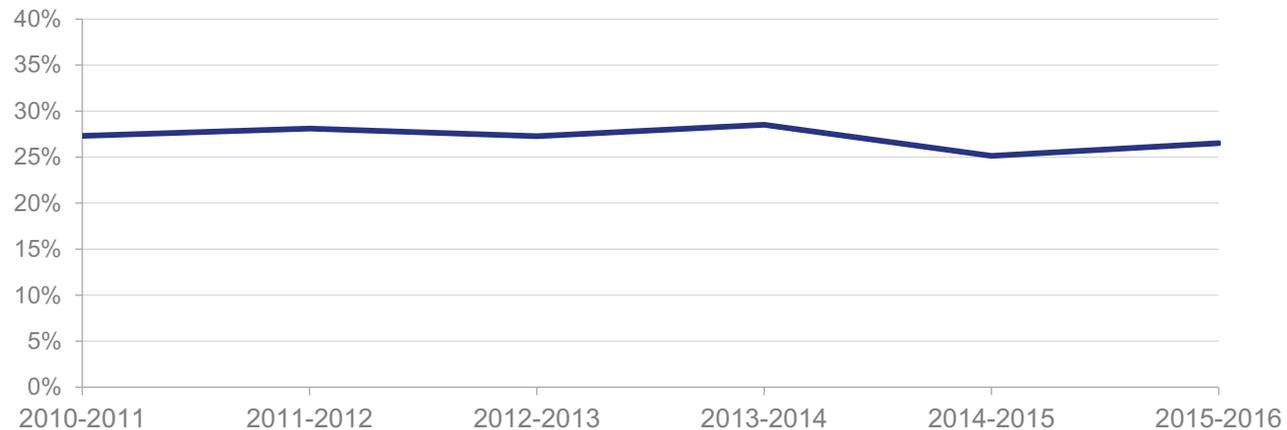
Sources:

Parental Conflict Indicator 2011-12 to 2015-16 <https://www.gov.uk/government/statistics/parental-conflict-indicator-201112-to-201516>

Indicator 3: poor parental mental health

Poor parental mental health measure: overview

Proportion of children living with at least one parent reporting symptoms of anxiety and/or depression (UK)



Source: Understanding Society survey 2010-2016 (UK)

- **In 2015-2016, 27 per cent of children lived with at least one parent who reported symptoms of anxiety and/or depression.** This increased on the previous year when it was 25 per cent.
- Over the last six years the percentage of children who lived with at least one parent who reported symptoms of anxiety and/or depression has remained relatively stable.
- This data is based on the self-reported 12-item General Health Questionnaire as collected in the Understanding Society survey (see next page for more details).

Poor parental mental health measure: methodology and sources

Methodology

The Understanding Society survey uses the self-completed 12-item General Health Questionnaire (GHQ-12). The GHQ-12 is the most extensively used screening instrument for common mental disorders, in addition to being a more general measure of anxiety and/or depression. It focuses on how the respondent is feeling relative to normal (i.e. breaks in normal functioning rather than life-long traits), and therefore covers disorders or patterns of adjustment associated with distress.

The GHQ-12 is a condensed (12 question) version of the GHQ, which is commonly used in social research and features in many household surveys. The GHQ-12 asks 12 questions regarding the way an individual has been feeling over the last few weeks, including sleep, self confidence, worry and concentration. There are four possible answers: two are negative (where the respondent is feeling worse than usual), and two are positive (the same or better than usual). A score of one is given for a negative response, zero for a positive response. These 12 scores are added together so that each individual has a score which ranges from zero to 12. A score of four or more has been shown to indicate that the individual has symptoms of anxiety and/or depression.

The types of mental health problems that might be indicated by a high score on this scale do not necessarily include severe mental disorders characterised by deterioration of normal social functioning; these are commonly known as psychoses. Common mental health problems, such as anxiety and depression, frequently interrelate with the other disadvantages we address in this document.

The common use of GHQ-12 in research also enables further comparison and analysis. For these purposes, using a self-reported scale (the GHQ-12) is better than using questions that focus on whether a respondent has been diagnosed with depression or anxiety, since these are likely to under represent the level of poor mental health in the population (due to under-diagnosis and under-reporting).

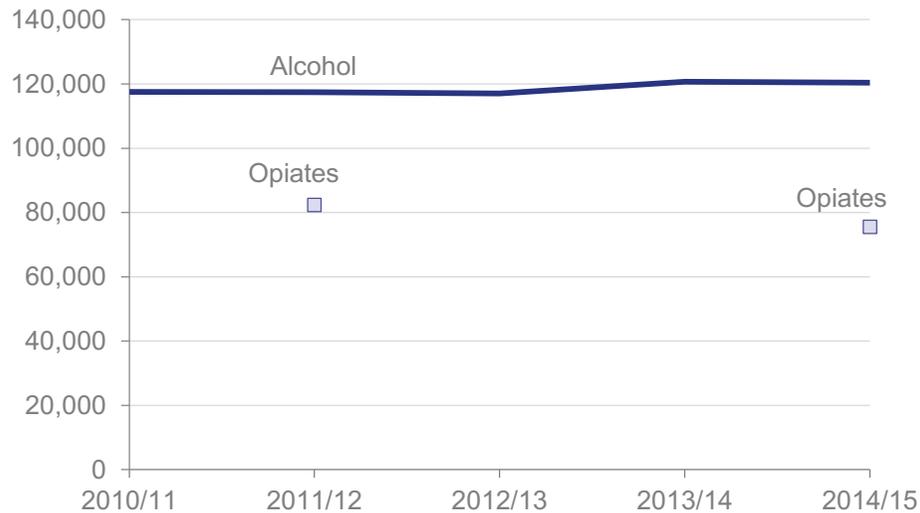
Sources:

<https://www.gov.uk/government/statistics/children-living-with-parents-in-emotional-distress-2010-to-2016>

Indicator 4: parental drug and alcohol dependency

Parental drug and alcohol dependency measures: overview

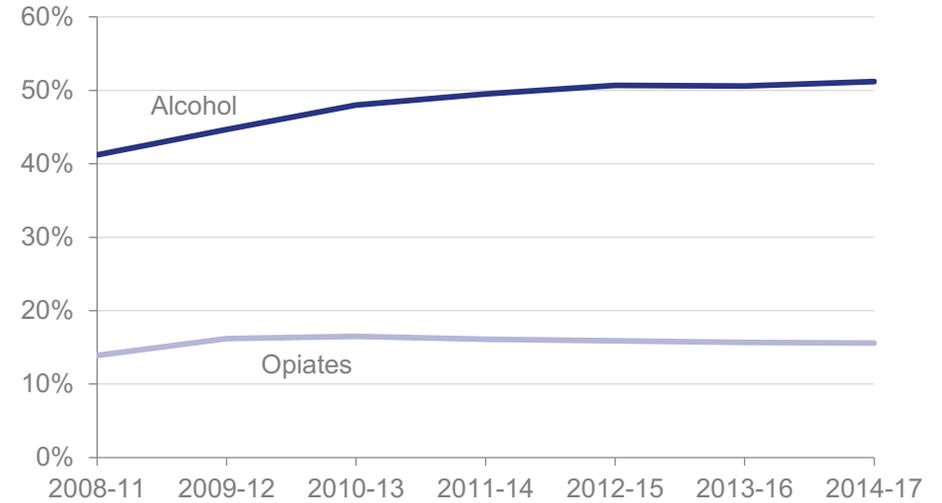
Number of parents who are opiate users or dependent on alcohol (England)



Source: Public Health England (England)

- In 2014/15, around 120,400 parents were estimated to be dependent on alcohol in England. This has remained relatively stable over the last four years.
- The latest figures available for opiate users indicate that in 2014/15, there were around 75,600 parents using opiates in England, down from 82,300 in 2011/12.

Of alcohol dependent parents or parent opiate users entering treatment in the last three years, the proportion completing successfully (England)



Source: Public Health England (England)

- Of those parents with alcohol dependency entering treatment between 2014-17 in England, half (51 per cent) completed treatment successfully and had not returned by the end of the three year period.
- The rate is lower for opiate-using parents, at 16 per cent. Both rates have remained relatively stable in recent years.

Parental drug and alcohol dependency: methodology and sources

Methodology

Parents have been defined as individuals aged 18 and over that have children (aged under 18) living with them. Parental treatment data also include adults who are pregnant at the time of starting treatment.

Number of parents who are opiate users or dependent on alcohol (also referred to as prevalence data) are reported as the overall number affected rather than as a proportion, in line with the underlying research and how previous statistics on drug prevalence have been reported. Reporting on the figures in this way provides clarity on the actual number affected by each problem, which although low as a proportion of all parents, still affects a significant number of children and adults. Although the estimates could be converted into a proportion, the denominator would need to be derived from a survey-based data source using a comparable definition of parents; this would add unnecessary uncertainty to the estimates. We have reported on 2014/15 data as these are the latest figures available.

The prevalence estimates of **alcohol dependency** are carried out by Sheffield University with support from Public Health England. The estimates use data from the Adult Psychiatric Morbidity Study (APMS) alongside ONS census information and data on hospital admissions. The estimates of **opiate dependency** are produced by Liverpool John Moores University and Manchester University with support from Public Health England. The estimates use data from the Police National Computer (PNC), probation and prison treatment data, and data from the National Drug Treatment Monitoring System (NDTMS).

The data for **alcohol dependent parents or parent opiate users completing treatment successfully** uses information collected through the National Drug Treatment Monitoring System (NDTMS) which collects regular information from approximately 900 agencies that provide drug and alcohol treatment in England. NDTMS data is analysed by Public Health England who provide regular benchmarked reports and toolkits to local authorities and treatment providers to support them in understanding need, improving outcomes and value for money. To be included in this indicator, individuals must have entered treatment in the reported three year period and have successfully completed treatment, and they must then have not returned to treatment by the end of the three year period. The data is reported on a three year period because of the length of time typically taken to complete treatment, alongside the fact that NDTMS only collects parental information at the start of treatment. Opiate users leaving treatment successfully must not be receiving any substitute medication at the time of exit.

Sources

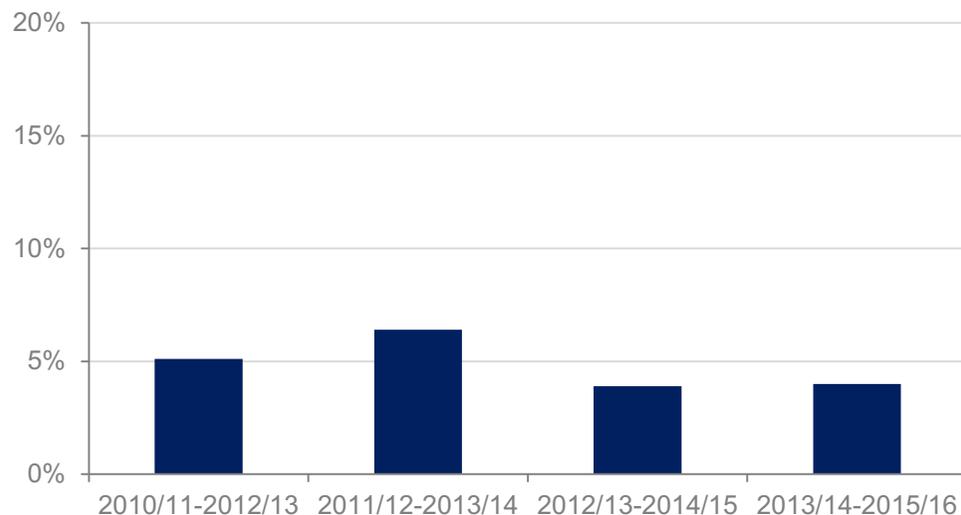
Sources of prevalence and treatment data:

<https://www.gov.uk/government/collections/alcohol-and-drug-misuse-and-treatment-statistics>

Indicator 5: problem debt

Problem debt measure: overview

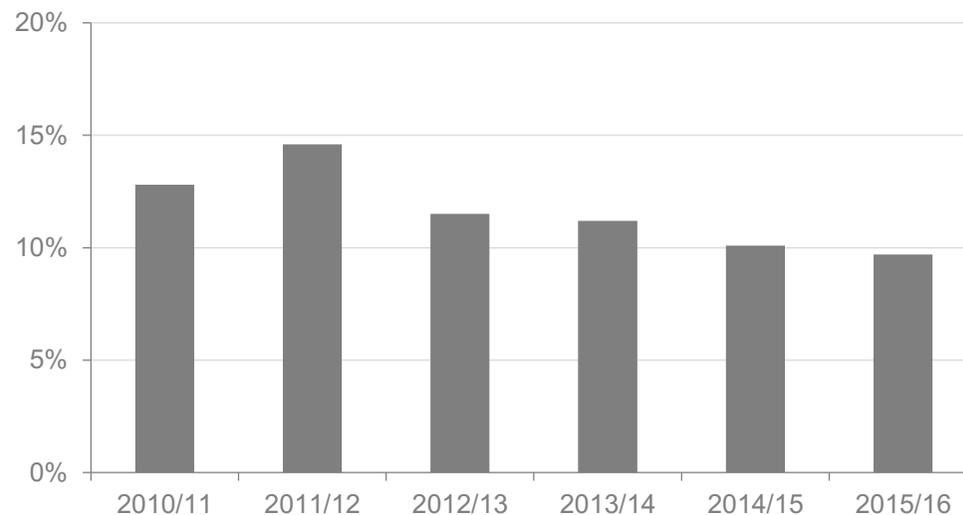
Proportion of all children living in households in persistent problem debt (Great Britain)



Source: Wealth and Assets Survey (GB)

- Persistent problem debt is based on whether children are in a household in problem debt in two consecutive waves of the Wealth and Assets Survey.
- **Four per cent of all children (around 340,000 children) were living in households in persistent problem debt between 2013/14 and 2015/16.** The proportion is lower than the peak of six per cent in 2011/12-2013/14, equivalent to around 120,000 fewer children in households in persistent problem debt.

Proportion of all children living in households in problem debt (Great Britain)



Source: Wealth and Assets Survey (GB)

- Problem debt is based on whether children are in a household which has liquidity or solvency problems, using a number of subjective and objective factors (see the following slide for a full definition).
- **Around 10 per cent of all children (1.3 million) in Great Britain were living in households in problem debt in 2015/16.** This has fallen in recent years, down from around 15 per cent (1.8 million) in 2011/12. This is equivalent to 510,000 fewer children in problem debt households.

Problem debt measure: methodology and sources

Methodology

The problem debt measure is based on the Wealth and Assets Survey (WAS), with a sample size of around 20,000 households in each wave, covering England, Wales and Scotland. Each wave covers a two-year period from July to June, for instance wave 5 covers the period July 2014 to June 2016. Households are interviewed at one point in each wave, either in year 1 or year 2 of the wave, and then interviewed 2 years later in a subsequent wave. For the proportion of all children living in households in problem debt the sample was split from the two-year waves into annual representative samples to allow for an annual time series, where each year is measured from July to June.

For each child living in a household in persistent problem debt, we consider whether they live in a household in problem debt when the household was interviewed in a given wave, and whether or not they lived in a household in problem debt in the subsequent wave (two years later).

A household is considered as being in problem debt if it falls into any of the following groups:

Liquidity problems

- At least one adult reports falling behind with bills or credit commitments AND household debt repayments represent at least 25 per cent of the household's net monthly income.
- OR
- At least one adult reports falling behind with bills or credit commitments AND at least one adult is currently in two or more months consecutive arrears on bills or credit commitments.

Solvency problems

- At least one adult considers debt a heavy burden AND household debt represents at least 20 per cent of the household's net annual income.

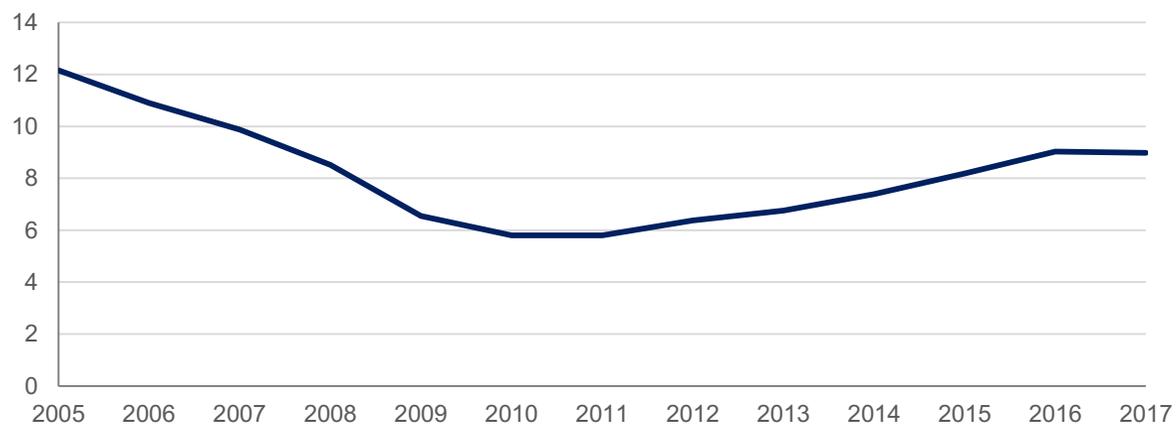
Sources:

Statistics and further details on the methodology of children living in households in problem debt are available from the Office for National Statistics (ONS): <https://www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/debt/adhocs/008224problemdebtgreatbritainjuly2010tojune2016>

Indicator 6: homelessness

Homelessness measure: overview

Households with dependent children living in temporary accommodation per 1,000 households (England)



Source: MHCLG Homelessness statistics, Q4 2017, and MHCLG 2014-based household projections (England)

- Households in temporary accommodation have been provided accommodation by a local housing authority as part of their statutory homelessness functions (see the following slide for a full definition).
- **Around nine in every 1,000 households in England with dependent children (around 61,000 households) were living in temporary accommodation by the end of the fourth quarter in 2017.**
- This rate has increased steadily since 2011 when there were around six in every 1,000 households with dependent children living in temporary accommodation (around 37,000 households), but it is still less than the 2005 peak of around 12 in every 1,000 households for the same quarter (around 73,000 households).
- Around 39 in every 1,000 households with dependent children (around 44,000 households) were living in temporary accommodation in London by the end of the fourth quarter of 2017. The number of households with dependent children living in temporary accommodation in London has increased by 16,000 since 2011.

Homelessness measure: methodology and sources

Methodology

For the purposes of this indicator, a household is homeless if they do not have accommodation which they have a legal right to occupy, which is accessible and physically available to their household and which it would be reasonable for them to continue to live in. Households which are homeless or threatened with homelessness may approach their local authority for assistance.

The actions of local authorities are guided by their legal duties, in particular the Housing Act 1996, the Homelessness Act 2002 and the Localism Act 2011. For households which are unintentionally homeless and in a **priority need** category (such as having dependent children), the local authority will have a main duty to secure settled accommodation, and to ensure suitable accommodation is provided until settled accommodation become available. Such households are referred to as **statutorily homeless acceptances**. The most common immediate outcome for new acceptances is to be placed in **temporary accommodation**.

In most cases of arranging **temporary accommodation**, the authority is discharging a main homelessness duty to secure suitable accommodation until a settled home becomes available for the applicant and his/her household. However, the numbers also include: households provided with accommodation pending a decision on their homelessness application; households pending a review or appeal to the county court of the decision on their case, or possible referral to another local authority; and households found to be intentionally homeless and in priority need who were being accommodated for such period as would give them a reasonable opportunity to find accommodation for themselves.

Sources

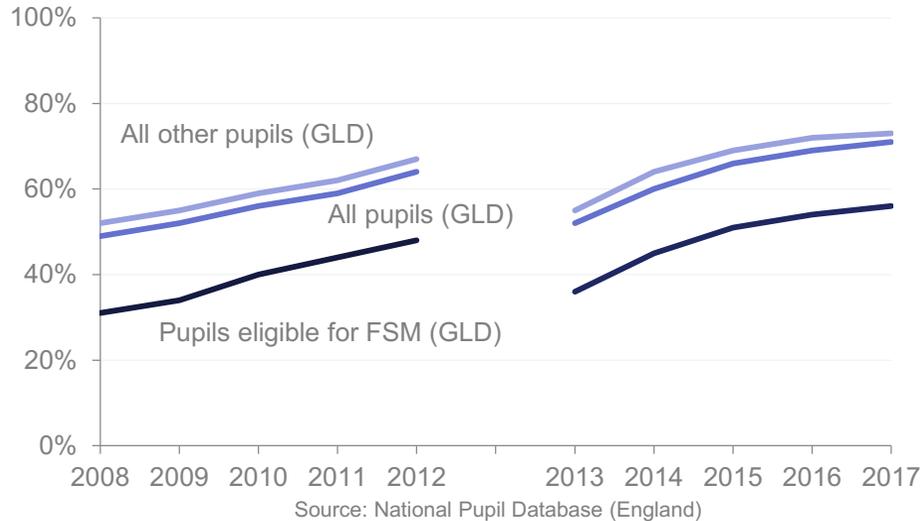
The number of households with dependent children living in temporary accommodation per 1,000 households combines MHCLG homelessness statistics, which are collected from local authorities on the last day of each quarter, with MHCLG 2014-based household projections. The measure is based on a year-on-year snapshot at the end of quarter four and derived from two sets of published statistics:

1. **Households with dependent children in temporary accommodation** from the Statutory homelessness and prevention and relief live tables. More detailed local authority level statistics can be found in the Detailed local authority level homelessness figures. To see the latest publication with all the available data tables, follow the link: <https://www.gov.uk/government/statistical-data-sets/live-tables-on-homelessness>
2. **Households with dependent children** from the live tables on Household projections. Local authority breakdowns by year and by households with dependent children are available under Household projections stage 2: households. To see the latest publication with all the available data tables, follow the link: <https://www.gov.uk/government/statistical-data-sets/2014-based-household-projections-detailed-data-for-modelling-and-analytical-purposes>

Indicator 7: early years

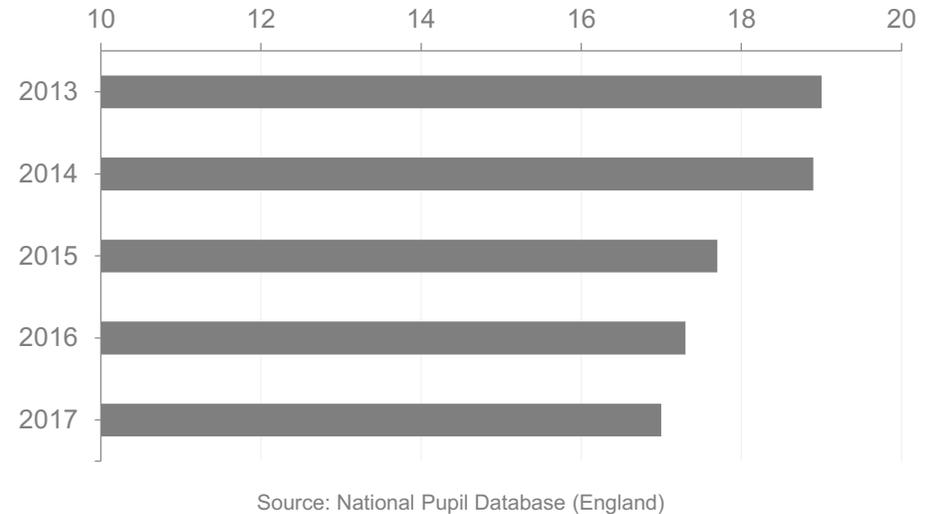
Early years measures: overview

Proportion of children achieving a good level of development (GLD) on the EYFSP at age five (England)



- In 2017, 56 per cent of pupils eligible for free school meals (FSM) achieved a good level of development (GLD) on the Early Years Foundation Stage Profile (EYFSP). This compares to 71 per cent of all pupils and 73 per cent of all other pupils (all pupils excluding those eligible for FSM) who achieved a GLD.
- The percentage of pupils in all three groups who achieved a GLD has increased since 2016.
- Following an independent review of the EYFS, a new profile was introduced in September 2012. As a result, comparisons cannot be made with pre-2013 EYFSP results.

Good level of development attainment gap (ppt) between pupils eligible for FSM and all other pupils (England)



- In 2017, the gap between the percentage of pupils eligible for free school meals (FSM) achieving a good level of development (GLD) and the percentage of all other pupils (all pupils excluding those eligible for FSM) achieving a GLD is 17 percentage points. The attainment gap has reduced in recent years.

Early years measures: methodology and sources

Methodology

The Early Years Foundation Stage Profile (EYFSP) is used to assess a child's development against 17 early learning goals as set out in the Early Years Foundation Stage (EYFS) statutory framework. Children are defined as having reached a good level of development (GLD) at the end of the EYFS if they achieve at least the expected level in the prime areas of personal, social and emotional development, physical development, communication and language, and the specific areas of mathematics and literacy. The assessment is carried out by teachers through classroom observation over the course of the reception year, with a final assessment made at the end of the year. The EYFSP covers children in state-funded early years education in England. Children not in receipt of a funded place at the end of EYFS are not included in the results. There are different early years standards in Scotland and Wales.

The group 'all other pupils' corresponds to all pupils excluding those eligible for free school meals (FSM).

Following an independent review of the EYFS, a new profile was introduced in September 2012, with a stronger emphasis on communication and language, physical development, and personal, social and emotional development. As a result, comparisons cannot be made with pre-2013 EYFSP results.

Sources

Data on the proportion of children achieving a good level of development in the EYFSP is drawn from the Department for Education (DfE) EYFSP national database, available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/663117/SFR60-2017_EYFSP_Additional_Tables.xlsx

Figures for 2012 and earlier are available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/252714/sfr30-2012ntla.xls

General details on the EYFSP can be found in the technical documents available here:

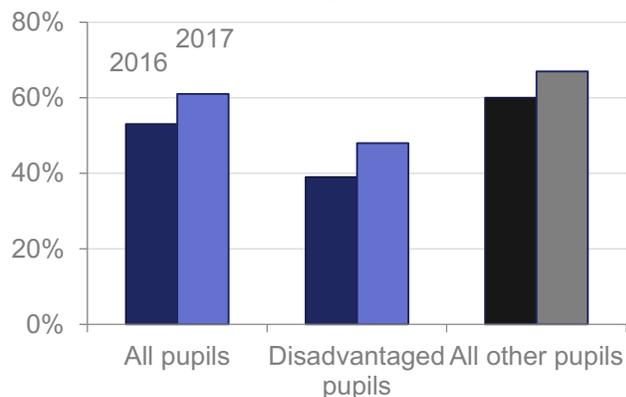
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2016-to-2017>

Indicator 8: educational attainment

Educational attainment measures: overview

Attainment at key stage 2 (KS2) (England)

Proportion of pupils achieving the expected standards in reading, writing and maths

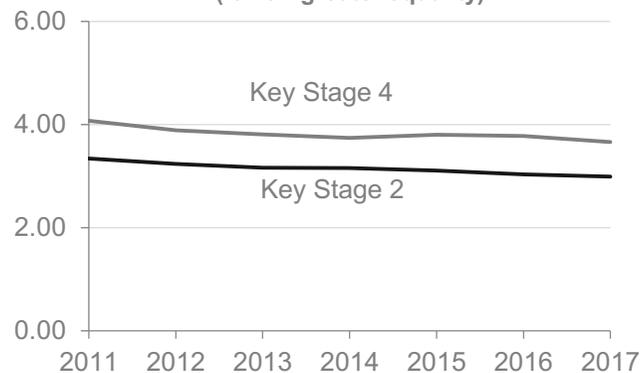


Source: National Pupil Database (England)

- In 2017, 48 per cent of disadvantaged pupils achieved the expected standard in reading, writing and maths at key stage 2. This compares to 61 per cent of all pupils and 67 per cent of all other pupils (all pupils excluding disadvantaged pupils).
- In 2016, 39 per cent of disadvantaged pupils achieved the expected standard compared with 53 per cent of all pupils and 60 per cent of all other pupils.

Disadvantaged gap index KS2 and KS4 (England)

Disadvantaged attainment gap index (lower=greater equality)

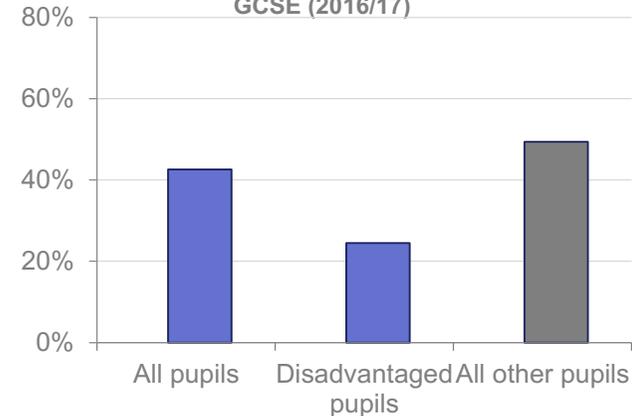


Source: National Pupil Database and key stage 4 attainment data (England)

- The disadvantage attainment gap index, which measures the relative difference between disadvantaged pupils and all other pupils, has continued to decrease for key stage 2, reducing from 3.34 in 2011 to 2.99 in 2017. The attainment gap index has narrowed by 11 per cent since 2011.
- For key stage 4 pupils the disadvantage attainment gap index in 2017 is 3.66 down from 4.07 in 2011. The attainment gap index has narrowed by 10 per cent overall since 2011.

Attainment at key stage 4 (KS4) (England)

Proportion of pupils in state funded schools achieving grade 5 or above in English and maths at GCSE (2016/17)



Source: key stage 4 attainment data (England)

- When measuring school performance, the Department for Education now reports the proportion of pupils achieving a 'strong pass' or grade 5 or above in English and maths (see the following page for more details on the newly reformed GCSE grade scale).
- In 2017, 25 per cent of disadvantaged pupils achieved a grade 5 or above in English and maths at key stage 4. This compares to 43 per cent of all pupils and 49 per cent of all other pupils (all pupils excluding disadvantaged pupils).

Educational attainment measures: methodology and sources

Methodology

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. In 2017, 32 per cent of pupils at the end of key stage 2 were classed as disadvantaged and 27 per cent of pupils at the end of key stage 4.

The disadvantage attainment gap index assesses the relative difference in outcomes between disadvantaged pupils and all other pupils. It compares the ordering of scores in English and maths (using primary school assessments for key stage 2 and exam results in these subjects for key stage 4) to overcome changes to methodology between years e.g. changes to expected standards for key stage 2 and grading. But unlike the headline measures, it cannot tell us whether more pupils are reaching the expected standard / threshold. More details on the disadvantage attainment gap index can be found via the link below <https://www.gov.uk/government/statistics/measuring-disadvantaged-pupils-attainment-gaps-over-time>

Information on attainment at the end of KS2 is derived from the results of statutory national curriculum tests and teacher assessments. KS2 tests must be administered by state-funded schools and are marked by the Standards and Testing Agency (STA). KS2 teacher assessments are also collected by STA. There are statutory externally-marked tests in reading, grammar, punctuation and spelling, and mathematics. From 2016, KS2 assessment results are no longer reported as levels: each pupil receives their test results as a scaled score, and teacher assessments are based on the standards in the interim framework. The expected standard in reading and mathematics is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS). The new expected standards were designed to be broadly similar but not equivalent to an old level 4b.

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale, rather than A*-G. As part of the drive to raise standards in schools, the Department for Education introduced a higher threshold for attainment in English and maths in 2017. When measuring school performance, the Department for Education now reports the proportion of pupils achieving a 'strong pass' or grade 5 and above in English and maths. The Department for Education also reports the proportion of pupils achieving a 'standard pass' or grade 4 or above in English and maths. This is comparable to those achieving a grade C or higher under the old system. More information on the new grading system can be found in the leaflet linked to below https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638308/Grading_new_GCSEs_from_2017.pdf

Sources

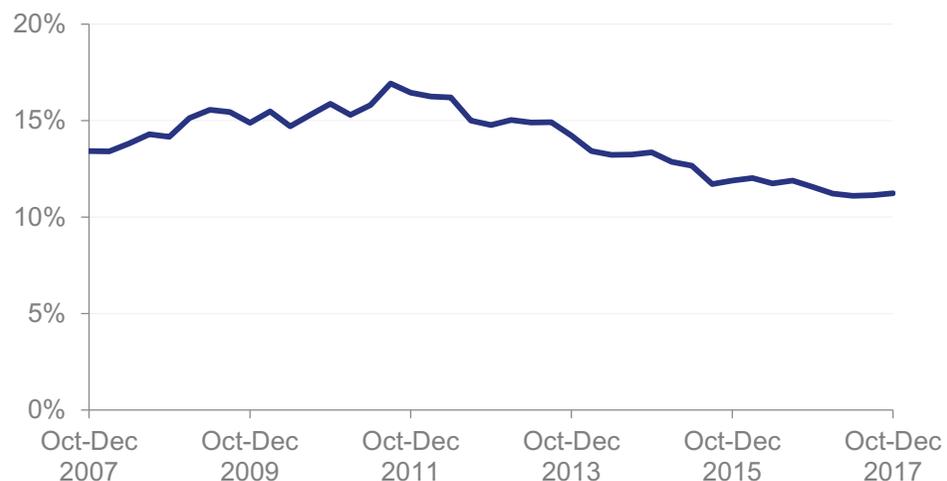
Data on the results of pupils at key stage 2 are published by DfE here: <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised>

Data on the results of pupils at key stage 4 are published by DfE here: <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2016-to-2017>

Indicator 9: youth employment

Youth employment measures: overview

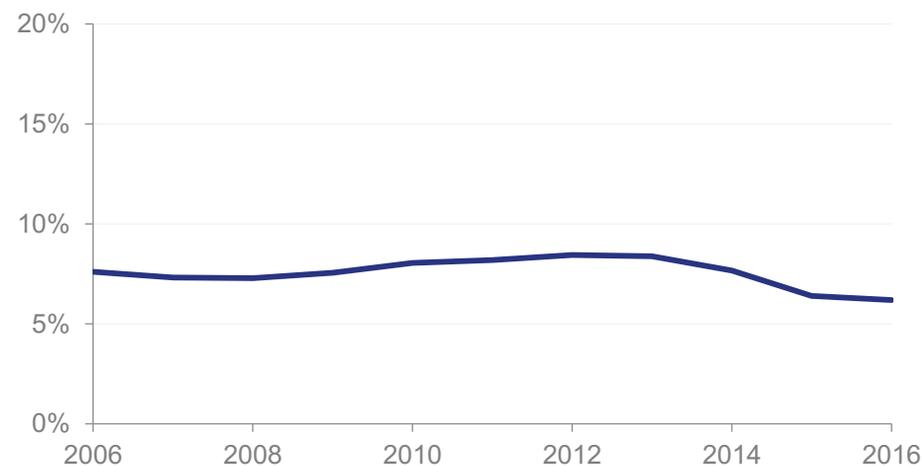
Proportion of young people (aged 16 to 24) who are not in education, employment or training (NEET) (UK)



Source: Labour Force Survey, 2007-2017 (UK)

- In the fourth quarter of 2017, 11 per cent (790,000) of young people (aged 16 to 24) in the UK were not in education, employment or training (NEET). This is 34,000 lower than a year earlier, and down 450,000 since its latest highest point (17 per cent) in the third quarter of 2011. All estimates are for the UK and are seasonally adjusted.

Proportion of young people (aged 18 to 24) who have not been in employment or full-time education for two years or more (UK)



Source: Annual Population Survey, 2006-2016 (UK)

- In 2016, six per cent (360,000) of young people (aged 18 to 24) in the UK had not been in employment or full-time education for two years or more. This is down 14,000 from a year earlier, and down 140,000 since its latest highest point in 2012. The definition of 'full-time education' used for this measure is self-classified. The survey does not ask about the number of hours spent in education per week.

Youth employment measures: methodology and source

Methodology and source

The Government recently increased the age to which all young people in England are required to continue in education or training, from 16 to 18. This change was phased in between 2013 and 2015. This will have decreased the proportion of 16 to 17 year olds who were NEET in 2015 and early 2016.

The data for **16-24 year old NEETs** is from the Labour Force Survey (LFS) and published by the Office for National Statistic (ONS). For these National Statistics, a person is considered to be NEET if they are aged 16 to 24 and not in education, employment or training. The data used to calculate this indicator can be found via the link below.

<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/march2018>

The proportion of 18-24 year olds who have not been in employment or full-time education for two years or more is based on the Annual Population Survey (APS). The APS is a version of the Labour Force Survey (LFS) with a boosted sample, allowing for additional breakdowns including reasons for worklessness, highest qualification and disability. The measure covers 18 to 24 year olds as opposed to 16 to 24 year olds as the majority of young people under 18 will not have surpassed the two-year threshold since leaving full-time education. The estimates of young people who are long-term workless and not in full-time education do not represent a duration-based estimate of young people who are NEET. However, the concept is related to that of NEET. The main difference is that the NEET figures additionally exclude people who are involved in part-time education or training.

For the purposes of this measure, a young person is considered long-term workless if they meet the following criteria:

- (i) are not currently in employment or full-time education;
- and
- (ii) have either never worked or have not worked for two years or more;
- and
- (iii) have left continuous full-time education two or more years ago, or never had an education.

It should be noted that i) and ii) are precise measurements from survey questions, whereas iii) is an approximation derived from the year the respondent left full-time education. The measure will pick up those who are, or have been, engaged in part-time study since leaving full-time education, but have not been employed. This is intentional, since part-time study alone does not indicate full engagement over the long-term. A two-year threshold was chosen to ensure this measure focuses on the most disadvantaged young people, rather than those voluntarily spending time out of the labour market (for instance, on a gap year). A full description of the methods used to calculate this indicator can be found on the ONS website, available via the link below.

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/adhocs/008133youngpeoplewhoarelongtermworkless>

Further information about the data source for this indicator is on the ONS website, available here: [Quality and Methodology Information \(QMI\)](#). More details on the Government's policy to raise the age at which young people are required to continue in education or training are available here:

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-young-people/2010-to-2015-government-policy-young-people>