



Department
for Education

Consultation Response Form

Consultation closing date: 30 June 2014
Your comments must reach us by that date

REVIEW OF THE BALANCE OF COMPETENCES

CALL FOR EVIDENCE ON THE GOVERNMENT'S REVIEW OF THE BALANCE OF COMPETENCES BETWEEN THE UNITED KINGDOM AND THE EUROPEAN UNION

EDUCATION, VOCATIONAL TRAINING AND YOUTH

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	
Reason for confidentiality:	

Name: Daniel King	
Please tick if you are responding on behalf of your organisation.	
Name of Organisation (if applicable): Boys' and Girls' Clubs of Wales	
Address: Boys' and Girls' Clubs of Wales, Riverside Terrace, Cardiff CF5 5AS	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

EDUCATION AND TRAINING QUESTIONS

General Issues

1 Does EU action, as opposed to national government action, in the areas of education and vocational training generally benefit or disadvantage the UK? Can you point us to any published evidence or analysis in support of your view?

Comments:

I would say that any EU action that helps benefit young people in YIA programmes or Erasmus programmes as it opens the eyes of young people from Britain to other young people from the continent. In terms of research I currently don't know of any published research in this field at this time.

2 Are there any specific EU activities in the areas of education and training that you consider particularly beneficial or particularly disadvantageous to the UK?

Comments:

Beneficial programmes:

Erasmus+
EVS (European Voluntary Service)
Jobs Growth Wales

3 Do you think the EU, as opposed to national government, should do more or less in relation to education and training? If so, where and why?

Comments:

More. The more that Britain allies with other membered states in Europe the more that Britain can turn away from this current xenophobia and aggressive state that it currently is heading towards. For example the E.D.L.

4 What other areas of EU competence or activity have an impact on education and training in your sector and how?

Comments:

Currently it would be hard to say as Britain is so anti E.U. at the moment it is very difficult for the youth work in Britain to adopt EU approaches. Apart from organisations that already network with those from other EU countries there is little training provided to assist Voluntary and Public sector organisations to organise activities with groups from Europe.

5 What challenges or opportunities are there for the UK in further EU action on education?

Comments:

As stated before a lot of media coverage on groups like the EDL and UKIP portray a very negative view of the EU to the average UK resident. For those who don't know (and especially young people) the closest knowledge they have of the current EU situation is what they see on Mock the Week for example.

The truth is there is so much more Britain could be doing for young people in terms of getting them involved in the EU. The European Voluntary Service is a brilliant EU program that young people from across Britain should be getting involved in.

6 What international bodies or arrangements other than the EU are important to education and training in the UK? How does your experience of dealing with them compare with the EU's activity in this sphere?

Comments:

Unknown

The Programmes

7 For the specific programmes which are funded and managed via the EU (such as Erasmus or Leonardo), what are the benefits or disadvantages of having EU rather than national responsibility and funding for these activities?

Comments:

Get something back.

8 Can you point to evidence which shows that language learning has improved through participation in the programmes?

Comments:

Evidence no, except from specific case studies of young people going out to the continent and coming back having understood little parts of different languages. This is mainly down to the all EU programmes that I have been on have all been done in English.

9 How would you describe the costs and benefits to your organisation of participating in the programmes?

Comments:

In Wales currently, none

Policy Coordination

10 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?

Comments:

Unknown

11 Is it appropriate that Europe 2020 focusses on early school leaving and the completion of tertiary education?

Comments:

Yes the large amounts of under 30 year old NEET's within Community First areas is getting larger all the time and I believe that EU funded activities can benefit young people in this target group.

12 Has the adoption of EU education policy frameworks or Council Recommendations had any impact on your sector?

Comments:

Unknown

13 How does policy cooperation on education in the EU compare with other organisations, for example the OECD?

Comments:

Unknown

14 Can you point to examples of reform in national policy which have resulted from EU co-operation in education and training?

Comments:

Unknown

15 How would you assess the costs and benefits to policy makers of participation in education policy cooperation at EU level?

Comments:

Massive however it may well be good in theory but it will never happen.

YOUTH QUESTIONS

General Issues

16 What evidence is there that EU action in the area of Youth benefits or disadvantages the UK?

Comments:

Answered in previous questions

17 Do you think the EU should do more, or less, in relation to Youth, and why?

Comments:

More but then so should the national government!

18 Do you think the EU focuses on the right aims and priorities in the Youth field?

Comments:

Yes

19 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?

Comments:

Unknown

20 Has the adoption of the Structured Dialogue had any impact on your sector?

Comments:

Unknown

21 What other areas of EU competence or activity have an impact on your sector and how?

Comments:

Unknown

22 What international bodies or arrangements are important to your sector beyond the EU?

Comments:

Jobs Growth Wales

23 Has the EU had an impact on young people's opportunities to have a voice in policy and decision making, or on organisations' work to involve young people in shaping services?

Comments:

As far as I can make out it doesn't make a big enough effort at all. This would be the first I have heard that it does.

24 Has the EU had an impact on young people's social inclusion in the UK?

Comments:

Yes, but it could have such a greater impact. Unfortunately the rate that young people understand the possibility in Europe compared to the knowledge of being xenophobic about countries from the continent is just not in the same league.

Youth Programmes

25 What are the benefits or disadvantages of having EU rather than national funding for activities under the Youth Programme?

Comments:

26 What do you think about the criteria and conditions set by the EU for applying for and receiving funding?

Comments:

It is currently far too difficult to set up an organisation to receive Erasmus funding. However the travel arrangements and money available for travel makes far more sense.

27 What do you think about the aims and activities of Erasmus+ in comparison to the Youth in Action programme?

Comments:

28 Any other comments?

Comments:

This document is far too long.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	
E-mail address for acknowledgement:	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy

- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: aileen.shaw@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 30 June 2014

Send by post to:

International Education Division, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Send by e-mail to: BalanceofCompetence.consultation@education.gsi.gov.uk.