

A Framework for Intensive Support (FIS):

Theoretical concepts applied to practice

Dr Deirdre Hughes OBE
Senior Consultant
Adviza and Impetus-PEF
March 2019

Contents	Page(s)
1.0 Introduction	3
1.1 Acknowledgments	4
1.2 Rationale	4
1.3 Focus	5
1.4 Content	6
2.0 Methodology	6-8
3.0 Research findings	9-50
3.1 <i>Motivation for working</i>	
3.1.1 Resilience	9-12
3.1.2 Motivation	13-17
3.1.3 Confidence	18-20
3.2 <i>Career Skill</i>	
3.2.1 Self-awareness	21-23
3.2.2 Decision-making	24-28
3.2.3 Behaviour	29-31
3.2.4 Job search	32-34
3.3 <i>Getting into Work</i>	
3.3.1 Experience of work	35-40
3.3.2 Qualifications	41-44
3.3.3 Opportunities	45-50
4.0 References	51-56

1.0 Introduction

The aim of the Framework for Intensive Support (FIS) is to create an evidence-based resource that can be used to help transform the lives of disadvantaged young people.

The main philosophy and driver for this FIS innovative approach stems from a formal partnership between Adviza, Impetus-PEF and Dr Deirdre Hughes OBE (2015 – present) working together to focus on developing, implementing and testing an impact-management model designed to get more young people who are not in education, employment or training (NEET) into work faster, staying there for longer and progressing further.

The FIS approach is based on the following framework developed by Impetus-PEF as part of their 'Driving Impact' model approach as briefly illustrated below

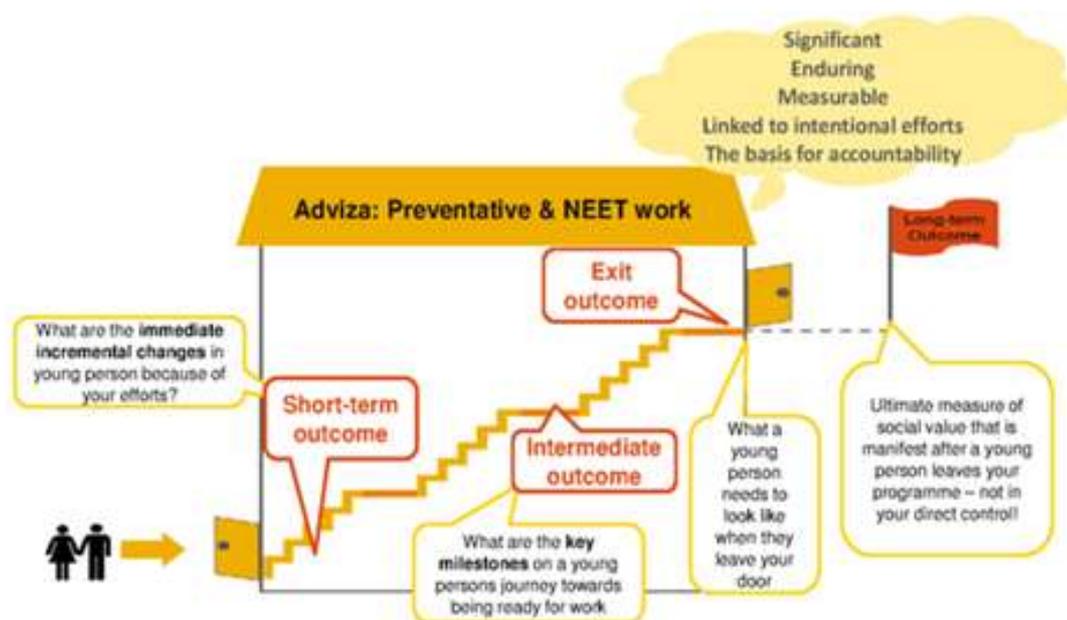


Image Source: Impetus-PEF – Private Equity Foundation, London

This paper is designed to provide practitioners, managers, policy-makers and other interested parties with research that underpins the development and application of the Framework of Intensive Support (FIS). It is designed to inform and support anyone interested in working in an impactful way with young people NEET in order to support them to make successful transitions into meaningful learning and work.

1.1 Acknowledgments

Adviza is a registered charity inspiring people to make better decisions that help them progress in learning and work. Our passion is to support young people and others, at important times in their lives where key decisions need to be made.

Impetus – The Private Equity Foundation (Impetus-PEF) transforms the lives of young people from disadvantaged backgrounds by ensuring they get the right support to succeed in school, in work and in life. We find, fund and build the most promising charities working with these young people, providing core funding and working shoulder-to-shoulder with their leaders to help them become stronger organisations. In partnership with other funders we help our charities expand and we work to influence policy and decision makers so that young people get the support they need.

As principal author, I am particularly grateful to Lucy Goodyer (Intensive Support Impact Manager) and Chris Greaves (Assistant Director, Delivery) at Adviza for commissioning this literature review and to Sherine Mahmoud (Investment Director) at Impetus-PEF for her support. Also, a special thanks is given to Mags Baxon, PhD student at Warwick University, Institute for Employment Research (IER) for submitting some abstracts for consideration and inclusion as part of the review process.

I would also like to thank the researchers whose work is cited in this literature review given all their efforts to communicate effectively their methods and key findings.

1.2 Rationale

From the outset, the main goal was to find more effective ways of diagnosing need, to develop meaningful responses and to achieve better educational, social and or economic outcomes for young people NEET.

Individual behaviours, experiences and decision making vary considerably – as such there is seldom a ‘one-size fits all’ approach that can be applied when it comes to work with young people NEET. However, by adopting a theory of change process, originally developed by Dr David EK Hunter¹, a highly respected and experienced consultant specialising in social impact in the US, the team has focused exclusively on improving educational and employment outcomes for young people NEET.

This has required a systematic approach to data collation and analysis, a clear focus on the impact of certain interventions and referrals, and building intelligence underpinning ‘what works’ and ‘in what circumstance’ when it comes to working effectively with working with young people NEET.

¹ Hunter, D. (2013) *Working Hard & Working Well: A Practical Guidance to Performance Management for Leaders Serving Children, Adults and Families*. Hunter Consulting, LLC.

Adviza and Impetus-PEF have noted some young people belong to certain groups and/or sub-groups such as the homeless; poor school record; taking drugs; under supervision orders/convictions; custodial sentence; self-harm/depression; foster home/care homes; family alcoholism/drug taking; identity issues; eating disorder; family/friend bereavement; child taken away by social services; and/or lack of finance.

Studies of NEET literature generally acknowledge there are a number of emergent themes such as: deprivation; low attainment; social exclusion; financial hardship; disaffected with schooling; weak family ties and other support networks; truancy; bullying; and/or mental health (Payne, 2006).

All of these single or combined themes are found to increase the risk of becoming NEET. Whilst prior experience of schooling is significant, so too is health, housing and wellbeing, which need to be considered before attempts can be made for young people's entry to further education, training and/or employment.

1.3 Focus

The FIS concentrates on **3 broad pedagogical themes**, namely:

(i) motivation for learning; (ii) career skills; and (iii) getting into work.

Each theme is underpinned by **10 dimensions** derived from robust empirical research, for example: resilience, motivation, confidence, self-awareness, decision making, behaviour, job search, experiences of work, qualifications and opportunities.

The FIS approach offers transparency to young people, practitioners and managers on the starting points and actual distance travelled when it comes to making progress from being NEET towards entry into successful learning and/or work.

This is an iterative process by which Adviza and Impetus-PEF closely monitor its service delivery with staff empowered to use their creativity working with young people and other co-workers to drive up outcomes within set parameters. The main task:

To identify relevant research literature which explores the relationships between young people not in education, employment or training (NEET) perceptions and experiences of career learning, which can be influenced and measured by skilled intermediaries.

1.4 Content

The content of this paper can be used in many different ways by individuals and/ or organisations interested in finding effective ways to inform and support young people NEET to achieve better educational, social and or economic outcomes. For example, it can be used for as:

- a quick and easy to use resource online and/or offline that helps explain the rationale for 10 key dimensions within FIS;
- a stand-alone NEET literature review that individuals and organisations can add to over time;
- a tool for continuous professional development (CPD) building the capacity of others to work effectively and efficiently with young people NEET;
- a research tool that stimulates ideas for more evidence-based policies.

The FIS online version is also available from Adviza: email info@adviza.org.uk.

This literature resource provides examples of theories underpinning each of the 3 pedagogical themes and 10 dimensions.

2.0 Methodology

A search of academic literature was conducted to identify relevant literature to inform the design and development of the 3 broad pedagogical themes and 10 dimensions. The search included evidence from a range of studies, including quasi-experimental and experimental studies on educational, economic and social outcomes. The literature review was designed to achieve the following objective:

To identify relevant research literature which explores the relationships between young people not in education, employment or training (NEET) perceptions and experiences of career learning, which can be influenced and measured by skilled intermediaries.

The search was limited to studies considering work with young people NEET with a focus on experiences and attitudes which might be in some way be influenced by skilled intermediaries. In order to identify studies which tracked changes over time, some longitudinal studies by nature were included.

Specific activities were identified as: careers, work experience, job skills, motivation, resilience, decision-making, work-related learning.

Other dimensions were attitudinal by nature: aspiration, expectation, readiness and certainty. Outcomes were defined as: education, earnings, employment, training and/or NEET status.

The full search strategy is developed in Table 1 below:

Table 1

Location		Sample		Method		Inputs		Outcomes
UK	&	Teenage	&	Longitudinal	&	Careers	&	Employment
Europe		NEET		Quantitative		OR		OR
US		Disadvantaged		Qualitative		Work experience		Earnings
Australia						OR		OR
Canada						Job skills		Education
New Zealand						OR		OR
						Motivation		Training
						OR		OR
						Resilience		NEET
						OR		
						Work-related learning		
						OR		
						Aspiration		
						OR		
						Readiness		
						OR		
						Self awareness		
						OR		
						Decision making		

The initial search was conducted using Journal Storage (JSTOR), Education Resources Information Centre (ERIC), and the British Education Index (BEI). JSTOR catalogues social science and humanities literature, whilst ERIC and BEI provide more education-focused databases.

The literature search was supplemented by utilising the same key word search on Google Scholar. Google Scholar archives both academic and 'grey literature' (i.e. public studies which have not been peer reviewed, but may yet include analysis of meaning undertaken using social science methodologies).

The key word searches initially yielded particularly large search results for both JSTOR and Google Scholar. The primary sifting process involved determining articles for inclusion and exclusion based upon their title and abstracts. This process reduced an initial search result from 3,296 to 77 articles likely to be relevant to the study.

Search results

	Stage 1	Stage 2
JSTOR	1,340	21
ERIC	39	16
BEI	14	12
Google Scholar	1,876*	28

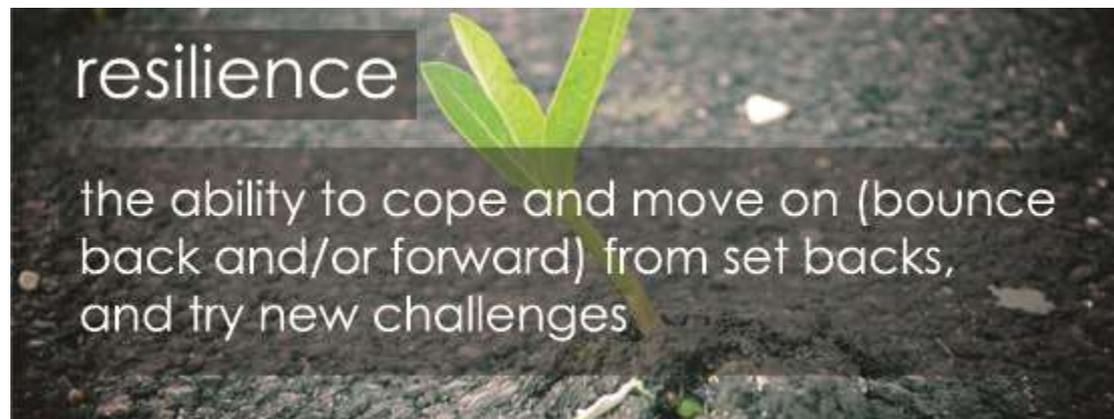
*Only the first ten pages of Google Scholar were screened. The original search number generated was 12,637 publications.

Studies were excluded if they were conducted outside of OECD countries, they did not focus on NEET and/ or career activities and did not relate to a specific education, economic and/or social outcomes. Literature was also drawn from personal libraries.

3.0 Research findings

3.1 Motivation for working

3.1.1 Resilience



The word “resilience” comes from the Latin word “salire,” which means to spring up and the word “resilire” which means to spring back. Resilience, therefore, refers to the capacity to spring back from a physical, emotional, financial, or social challenge.

- **Newman R (2005). APA’s resilience initiative. *Professional Psychology: Research and Practice*, 36(2), pp.227–229**

Being resilient suggests that “the individual has the human ability to adapt in the face of tragedy, trauma, adversity, hardship, and ongoing significant life stressors” (Newman 2005). Retrieved from:
https://link.springer.com/chapter/10.1007/978-1-4419-0232-0_13?no-access=true

- **Martin-Breen, P., & Anderies, J. M. (2011). Resilience: A literature review. The Rockefeller Foundation, US**

Resilire also means to leap back (or forward), to move aside (Martin-Breen & Anderies, 2011). Retrieved from:
<https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/3692/Bellagio-Rockefeller%20bp.pdf?sequence=1>

- **Cyrułnik, B. (2003). Los patitos feos. La resiliencia: Una infancia infeliz no determina la vida. Barcelona: Gedisa**

Cyrułnik (2003) describes ‘resilience’ as ‘the art of sailing in torrents and others use the expressions to bounce, to skip.’ Retrieved January 2017 from: The Rockefeller Foundation literature review

- **Hunter, A. J. (2001). A cross-cultural comparison of resilience in adolescents. *Journal of Pediatric Nursing*, Vol.16, pp. 172–179.**

Within the social sciences resilience is understood as “the process of bending and rebounding to overcome adversity” (Hunter, 2001, p. 172).

Retrieved January 2017 from: The Rockerfellow Foundation literature review

- **Hartling, L.M. (2005). Fostering resilience throughout our lives: New relational possibilities. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp.337-354). Belmont, CA: Thompson Brooks/Cole.**

According to Relational-Cultural Theory (RCT) resilience has to be viewed in the context of **relationships and culture**. By way of illustration, Hartling cites studies of white, middle-class businessmen and notes that the resilient individuals studied were “the beneficiaries of a silent system of extensive support comprised of secretaries, wives, mothers, and undervalued service providers (...) who likely made it possible for these privileged professionals to be hardy” (Hartling, 2005, p. 340). In other words, from the perspective of RCT, ‘resilience’ can be fostered by focusing on the **relational empowerment of individuals**.

This implies not only the strengthening of individuals’ ability to create growth-fostering relationships, but also the **creation of a learning environment** that enables this strengthening (see also: Ladders & Meijers, 2017).

Resilience, in other words, is a shared responsibility of the individual and her/his social environment.

- **Duckworth, K. & Schoon, I. (2012) ‘Beating the Odds: Exploring the impact of social risk on young people’s school-to-work transitions during recession in the UK’, *National Institute Economic Review*, 222(1), R33-R51.**

Drawing on nationally representative data collected for two age cohorts in the UK, this paper assesses the effect of multiple independent socioeconomic risk factors in shaping the transition from school to work; and identifies potential protective factors enabling young people to beat the odds.

By comparing experiences and findings across two cohorts we assess the generalisability of findings across contexts, i.e. the 2008 and 1980s recessions. The results show that some young people exposed to even severe socio-economic risks avoid being NEET (not in education, employment or training). Factors that appear to reduce the cumulative risk effect in both cohorts include prior attainment, educational aspirations and school engagement, as well as the social mix of the school environment. Retrieved from:

<http://journals.sagepub.com/doi/abs/10.1177/002795011222200104>

- **Schoon, I. & Polek, E. (2011) 'Teenage career aspirations and adult career attainment: the role of gender, social background and general cognitive ability', *International Journal of Behavioral Development*, 35(3), pp. 210-217.**

In this paper, the authors examine the associations between gender, family background, general cognitive ability, teenage career aspirations, and career attainment in mid-adulthood drawing on two large representative samples of the British population born in 1958 (N = 6,474) and in 1970 (N = 5,081).

A developmental-contextual model of career development is tested, using Structural Equation Modelling to map the pathways linking early experiences to adult outcomes. Results show that in both cohorts career aspirations measured at age 16 predict career attainment of cohort members in their mid-30s, even after controlling for family social background and general cognitive ability.

Compared to their less ambitious peers, those with aspirations for a professional job are more likely to participate in further education, and are more likely to achieve a professional career in their adult years.

Regarding gender differences in career pathways, the findings suggest that women are more ambitious in their occupational aspirations than men and more likely to participate in further education. However, despite reducing gender inequalities in attainment, social inequalities in educational and occupational opportunities remain. Retrieved from:
http://eprints.ioe.ac.uk/7022/1/Schoon2011Teenage210_.pdf

- **Bimrose, J., Brown., Barnes, S.A., & Hughes, D. (2011) *The Role of Career Adaptability in Skills Supply, Evidence Report 35, Wath-Upon-Dearne: UK Commission for Employment & Skills***

Career resilience refers to:

“the capability and capacity to withstand change, implying the development of individual (and institutional) coping strategies” (p.17)

Therefore, career resilience can be explained as personal ability to provide a reasonable reaction on any kind of happening, which may affect individual career positively or negatively. Individuals able to resist against uncertainty, to coop with ambiguity and to develop their careers further due to flexibility and independent mind-set are regarded as highly resilient. Retrieved from:
<http://www2.warwick.ac.uk/fac/soc/ier/research/careeradapt>

- **Loader, T. (2011) Careers Education: Evolving, Adapting and Building Resilience through Chaos, *Australian Journal of Career Development*, vol. 20 (1) pp. 46-49**

Career educators' ultimate goal, given the new career management paradigm, should be to ensure that students are career resilient when they leave their studies (from whatever year level). This article outlines the chaos theory of careers and resilience. It then goes on to describe a four-lesson unit of careers education work that attempts to incorporate both the chaos theory of careers and resilience into a usable careers education unit that can be delivered on its own or with an existing program. The unit's aim is to highlight the role that chance events play in career development and to prepare students to ride and embrace the wave of constant change. Retrieved from: <https://eric.ed.gov/?q=career+education&id=EJ921844>

3.1.2 Motivation



Psychodynamic theories tend to explain behaviour through individual drivers and motivations to make certain career steps. The psychodynamic theory developed by Roe (1957) draws on Maslow's (1954) framework presenting a hierarchy of basic needs. This is highly relevant, often used by practitioners to help diagnose need, and has over the years withstood the test of time. Retrieved from:

<https://newyorkessays.com/essay-anne-roes-theory-of-needs-and-career-choice/>

- **Neenan, M. & Dryden, W. (2002) *Life Coaching: A Cognitive Behavioural Approach*, Routledge, Taylor and Francis Group**

Cognitive behavioural coaching is one method used to identify blockages, counter-productive behaviours and troublesome emotions e.g. prolonged anxiety (Neenan, 1996).

- **Baker, D. & Stauth, C. (2003) *What Happy People Know: How the Science of Happiness Can Change Your Life for the Better*, Rodale, 2003, USA**

Humans are apt to reach for ways of avoiding what triggers them emotionally rather than to touch on what is unprocessed. They do this by displaying the symptoms described by Baker and Stauth (2003) in the acronym 'VERB' – victimization, entitlement, rescue, and blame. This form of rationalization is, as Rand (1984, p. 12) puts it: a “process of not perceiving reality, but of attempting to make reality fit one’s emotions”.

No matter how much insight and understanding an individual develops, “the rational brain is basically impotent to talk the emotional brain out of its own reality” (Van der Kolk, 2014, p. 47) and it tries to explain away pain with unhelpful and even damaging consequences.

Retrieved from: <https://personal.eur.nl/veenhoven/Pub2010s/2015i-full.pdf>

- **Goldman-Mellor, S. et al. (2016) Committed to work but vulnerable: self-perceptions and mental health in NEET 18-year olds from a contemporary British cohort, *Journal of Child Psychology & Psychiatry*. Vol. 57, Issue 2, pp.196-203, February 2016**

Labour market disengagement among young people has lasting negative social and economic consequences, yet is poorly understood. The authors compared four types of work-related self-perceptions, as well as vulnerability to mental health and substance abuse problems, among youths not in education, employment or training (NEET) and among their peers.

Participants were from the Environmental Risk (E-Risk) longitudinal study, a nationally representative UK cohort of 2,232 twins born in 1994-1995. They measured commitment to work, job-search effort, professional/technical skills, 'soft' skills (e.g. teamwork, decision-making, communication), optimism about getting ahead, and mental health and substance use disorders at age 18. They also examined childhood mental health.

At age 18, 11.6% of participants were NEET. NEET participants reported themselves as committed to work and searching for jobs with greater diligence than their non- NEET peers. However, they reported fewer 'soft' skills ($B = -0.98$, $p < .001$) and felt less optimistic about their likelihood of getting ahead in life ($B = -2.41$, $p < .001$).

NEET youths also had higher rates of concurrent mental health and substance abuse problems, but these did not explain the relationship with work-related self-perceptions. Nearly 60% of NEET (vs. 35% of non- NEET) youths had already experienced ≥ 1 mental health problem in childhood/adolescence.

Associations of NEET status with concurrent mental health problems were independent of pre-existing mental health vulnerability. The overall findings indicate that while NEET is clearly an economic and mental health issue, it does not appear to be a motivation issue. Alongside skills, work-related self-perceptions and mental health problems may be targets for intervention and service provision among this high-risk population. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/jcpp.2016.57.issue-2/issuetoc>

- **Russell, L., Simmons, R., & Thompson, R. (2011) Conceptualising the lives of NEET young people: structuration theory and 'disengagement', *Education, Knowledge & Economy*. Vol. 5 No. 3, pp.89-106**

Official discourse in the United Kingdom (and many other OECD countries) emphasises education and training as a vehicle for social inclusion and economic growth. Accordingly, those who do not participate are seen to be at risk of long-term exclusion. However, interventions aimed at re-engaging young people not in education, employment or training (NEET) can be ineffective or counter-productive.

This article presents findings from the first year of a 3-year ethnography of NEET young people in the north of England and examines the opportunities and

barriers experienced by NEET young people as they attempt to negotiate the complex territory following the end of compulsory education.

Drawing on **Giddens' structuration theory**, the authors discuss young people's actions and the narratives underlying their decisions about post-school education, work and training. The article explores the limitations young people experience and the interplay of agency and structure for those on the margins of education and employment. Retrieved from:
http://www.knowledgeeconomy.org.uk/files/2013/10/researchingyouthunemployment_ProfSimmons.pdf

- **Sweeney, J., Cullen, A., & Foster, S. (1996) Comparative Teenage Employment Aspirations in England and the United States**

This study offers insight into how young people from England and the United States view their future employment prospects and appreciate the values and prestige of certain occupations within their national economies.

The study is based upon the responses to a questionnaire by 68 U.S. high school students and 80 high school students from the UK. The four-page questionnaire focused on topics relating to teenage views of the economy, their economic involvement within it, and their perceptions of economic issues such as employment and wealth.

The paper reports responses to questions relating to entering the job market and ideas on employment. Most students surveyed anticipated entering higher education, starting work in their early twenties, and accepting a job particularly well regarded by society.

For example, popular choices from students living on both sides of the Atlantic were professions such as doctors, lawyers, teachers, and engineers. Few students in either nation demonstrated a particular respect for high-tech jobs or a desire to enter into professions related to technology, industry, or manufacturing.

By limiting their focus to traditional occupations, students will miss out on both the opportunities and the demands for highly educated workers in technological and scientific areas. Retrieved from:
<https://eric.ed.gov/?id=ED407318>

- **The Audit Commission (2010) *Against the Odds*, Literacy Today, Issue 64, pp.20, September 2010**

This article is based on a report issued by the Audit Commission that assesses the financial, personal and social cost of not in education, employment, or training (NEET) teenagers in Great Britain. It highlights the significant role of schools and local public sector in preventing young people of becoming NEET.

There is a need to integrate in primary school curriculum to raise the aspirations of young people towards education. Retrieved from:
<https://www.educationandemployers.org/research/teach-first-career-related-learning-in-primary/>

- **Hayward, G. & Williams, R. (2011) *Joining the big society: am I bothered?* *London Review of Education*. Vol. 9 Issue No. 2, pp. 175-189**

This contribution takes the form of a reflective essay informed by 15 years of working and undertaking research with young people at risk of social exclusion and non-participation in the post-compulsory education and training system in the UK. In particular, it draws upon our experience of working with young people, youth workers and other adults in the 'Engaging Youth Enquiry' undertaken as part of the Nuffield 14-19 Review.

This research challenges two key policy assumptions: raising aspirations will lead to increased educational engagement and attainment and thereby reduced social exclusion; and that an alternative more 'vocational' curriculum will improve young people's life chances.

The work indicates a clear need to pay much greater attention to opportunity structures in thinking through policy interventions to support young people's transitions to the labour market. Retrieved from:
<https://www.ingentaconnect.com/content/ioep/clre/2011/00000009/00000002/art00003>

- **Bynner, J. & Parsons, S. (2002) *Social Exclusion and the Transition from School to Work: The Case of Young People Not in Education, Employment, or Training (NEET)*, *Journal of Vocational Behavior*. Vol. 60 Issue No. 2, pp.289. 291**

In the modern labor market what Côté (1996) describes as "identity capital"—comprising educational, social, and psychological resources—is at a premium in entering and maintaining employment.

One consequence is the extension of education and training while young people acquire the qualifications and skills that will enhance their employability. In accordance with the perspective of life span developmental psychology, this places particular pressure on those young people growing up in disadvantaged circumstances and lacking support, especially when attempting to negotiate the transition from school to work.

A particular policy concern in Britain has been directed at those young people who leave full-time education at the minimum age of 16 and then spend a substantial period not in education, employment, or training (NEET).

This article reports the result of analyzing longitudinal data, collected for a subsample of the 1970 British Birth Cohort Study surveyed at age 21, to model the relationship of NEET status to earlier educational achievement and circumstances and to assess the added difficulties NEET poses in relation to the building of adult identity capital.

It is concluded that although poor educational achievement is the major factor in entering NEET, inner city living for boys and lack of parental interest in their education for girls are also important. For young men the consequences of NEET lie mainly in subsequent poor labor market experience. For young women, the majority of whom are teenage mothers, the damaging effects of NEET extend to the psychological domain as well.

It is concluded that effective counseling targeted at high risk groups, along the lines of the new UK "ConneXions" service, are needed to help young people avoid the damaging effects of NEET and make a successful transition to adult life. Retrieved from:

<http://www.sciencedirect.com/science/article/pii/S0001879101918688>

- **Wellington, J. & Cole, P. (2004) Conducting Evaluation and Research with and for 'Disaffected' Students: Practical and Methodological Issues. *British Journal of Special Education* Vol. 31 No. 2, pp.100-104**

In the late 1990s, the Department for Education and Employment in England set out to motivate and engage teenage students who were said to be 'disaffected' with the traditional school curriculum.

Professor of Education at the University of Sheffield (Jerry Wellington), and Pam Cole, Research Fellow in the University of Sheffield School of Education, were asked to evaluate one of the 21 projects that were set up across the country.

The pupils involved were partially dis-applied from the National Curriculum in order to follow a work-related scheme set up by two schools, a Chamber of Commerce and a local Learning and Skills Council.

In this article, the authors explore some of the difficulties that accompany evaluation, and particularly a review of the impact of interventions involving so-called 'disaffected' pupils.

They describe some of the practical and methodological difficulties faced in such an evaluation, as well as highlighting the positive aspects of the task. They reflect on a range of unforeseen and unpredictable dilemmas that faced them in this work, and note some of the interesting significant strengths that developed from the project.

Finally, they summarise what they have learned from the evolving methodology of this evaluation and present a case for increased levels of collaboration, between practitioners and researchers and between professionals and pupils, in future projects of this kind. Retrieved from:

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.0952-3383.2004.00336.x>

3.1.3 Confidence



- **Clough, P. & Strycharczyk, D. (2012) *Developing Mental Toughness: improving performance, wellbeing and positive behaviours in others*, London, Kogan Page**

Mental toughness (MT) is defined as “the quality which determines in part how people deal effectively with challenges, stressors and pressure –irrespective of prevailing challenges.” (p. 1)

The authors highlight a 4 C's model underpinning MT e.g. (i) Challenge – seeing challenge as an opportunity; (ii) Confidence – having high levels of self belief; (iii) Commitment – being able to stick to tasks; and (iv) Control – believing that you can control your destiny.

Using a confidence scale, they describe confidence in two sub-scales:

Confidence (Abilities) – Individuals scoring high on this scale are more likely to believe that they are a truly worthwhile person. They are less dependent on external validation and tend to be more optimistic about life in general.

Confidence (Inter-personal) – Individuals scoring high on this scale tend to be more assertive. They are less likely to be intimidated in social settings and are more likely to promote themselves in groups. They are also better able to handle difficult or awkward people (p. 82). Retrieved from:

[https://www.scirp.org/\(S\(czeh2tfqyw2orz553k1w0r45\)\)/reference/ReferencesPapers.aspx?ReferenceID=1902776](https://www.scirp.org/(S(czeh2tfqyw2orz553k1w0r45))/reference/ReferencesPapers.aspx?ReferenceID=1902776)

- **Howard-Jones, P. (2014) *Fresh thinking in learning and development, Part 1 of 3: Neuroscience and learning*. CIPD Research insight Series, London, February 2014**

This report forms part of stage two of research launched in 2012 to challenge tried and tested models of insight and diagnosis such as Myers-Briggs, learning styles and other such approaches, and build fresh insight for Learning & Development. It helps practitioners to understand how learning can be informed by neuroscience.

Insights from neuroscience provide improved understanding of how to harness the learning potential of new technologies involving gaming, connectivity and simulation. The report is detailed and informative and it is also richly referenced. The author argues: “we can change and develop our brains through learning.” (p.5) Understanding the nature of brain development has helped economists to challenge the idea that assumes individuals have an innate fixed ability.

Also, research supports the idea that investment in learning improves individuals' ability to learn more and emphasises the importance of considering when we invest, as well as what we invest in (Heckman 2000).” Retrieved from: https://www.cipd.co.uk/Images/fresh-thinking-in-learning-and-development_2014-part-1-neuroscience-learning_tcm18-15114.pdf

- **Sadler-Smith, E. (2014) Insight and Intuition. Part 3 of 3: Neuroscience and learning. CIPD Research insight Series, London**

This research highlights the importance of mood. A positive mood state facilitates creative and spontaneous processing (divergent thinking) whilst a negative mood state promotes a more careful approach (convergent, thinking) (Bolte et al 2003, cited in Sadler-Smith 2014).

- **Bourdieu, P. (1986) The forms of capital. In *Handbook of theory and research for the sociology of education*, ed. J. Richardson, pp. 241–58. New York, NY: Greenwood.**

Social reproduction theorists argue that the patterns identified in young people's choices and career trajectories reflect the differentiated levels of social, cultural and economic capital possessed by the different social classes. In practice the relationship between these factors is often very fluid. Furthermore, although termed hard and soft 'constraints' these factors have the potential to both *open up* and *close off* opportunities for young people as choices come into and out of focus.

- **Archer, L. (2012). What shapes children's science and career aspirations age 10–13? London: King's College London**

Archer uses the form of *family habitus* to explore the role of family and social background in shaping career aspirations of young people.

Family habitus is defined as “a framework of dispositions, developed through a family's sense of its collective identity, that guides action, shapes perceptions of choice and provides family members with a practical feel for the world (a sense of 'who we are, what we value and what we do') (Mann *et al.*, 2014: 27).

Family habitus is conceptualised as interacting with capital (combination of economic, social and cultural resources within a family), arguing that it is this interaction of family habitus and capital that defines future career aspiration that children imagine as possible and desirable.

The concept of family habitus provides a theoretical framework to analyse how families unconsciously shape and define aspirations and levels of confidence to achieve certain goals.

Retrieved from:

<https://www.kcl.ac.uk/sspp/departments/education/research/aspires/ASPIRES-summary-spring-2013.pdf>

- **Russell, L. (2013) Researching marginalised young people, *Ethnography & Education*. Vol. 8 Issue 1, pp. 46-60**

Young people not in employment, education or training (NEET) are not a static, homogenous group. For most, being NEET is a temporary state as they move between different forms of participation and non-participation.

This paper explores how the complexities of defining NEET, the re-structuring of the careers service and the nature of post-16 provision shape the way young people are identified, accessed and participate in ethnographies.

Data drawn from a study exploring the experiences of being NEET are used to investigate the complexities involved when doing ethnography with 'hard-to-reach' young people. Challenges include gaining and maintaining access; conducting multiple site ethnography; and taking account of the socio-political context. Working with NEET young people across multiple sites and using various data collection techniques compound the issue of consent.

This paper reveals how ethics, power and consent were experienced by the ethnographer and the young people. There is a need to understand how ethnographies are done in order to clarify how specific issues can be avoided and overcome. Retrieved from:

<http://eprints.hud.ac.uk/13350/>

3.2 Career Skill

3.2.1 Self-awareness



- **Hermans, H. & Hermans-Konopka, A. (2010) *Dialogical Self Theory: Positioning and Counter-Positioning in a Globalizing Society*, Cambridge: Cambridge University Press**

Dialogical Self Theory (Hermans & Hermans-Konopka, 2010), the internal dialogue is described as a conversation between various sub-selves or I-positions that has beneficial effects when the initial conversation is broadened and deepened (e.g., more I-positions than normal begin to participate in the conversation; positions marginalized are given voice) and results in the development of meta- and promoter positions.

When two or more positions act in service to each other, meta-positions are likely to develop. On the basis of meta-positions promoter positions can emerge, which represent an individual's ability to become action-able (Ligorio, 2011). Retrieved May 2017 from:

<http://www.ebooks.com/501028/dialogical-self-theory/hermans-hubert-hermans-konopka-agnieszka/>

- **Meijers, F. & Lengelle, R. (2015). *Career learning: qualitative career assessment as a learning process in the construction of a narrative identity*. In M. McMahon & M. Watson (Eds.), *Career assessment: Qualitative approaches* (pp. 41-49). Boston, MA: Sense Publishers**

The internal dialogue can be summed up as the felt and meaningful interaction of I-positions within a person in which both the broadening and deepening of voices take place, but also where a sense of wholeness is created and experienced through a narrative articulation of those voices. Retrieved March 2017 from:

<http://www.blacktulippress.com/Site/Publications.html>

- **Law, B. (1996) A Career Learning Theory, in A.G.Watts, B. Law, J. Killeen, J.M. Kidd and R. Hawthorn (Eds) *Rethinking Careers Education and Guidance: Theory, policy and practice*. London: Routledge. pp 29-45.**

Law (1996) developed a theoretical model linked to four stages of self and opportunity awareness: **sensing, sifting, focusing, and understanding.**

1. *Sensing* is the stage in which information is gathered (from various sources, in particular those that are emotionally compelling), but no explanation or perspective is yet developed.

In this first stage the main focus is on becoming aware of feelings (and the attached memories) so that the individual might 'give them a voice'.

2. *Sifting* is a sorting process, which moves a person "towards the issue of causality" (Law, 1996, p. 55).

3. *Focusing stage* actual viewpoints are formulated. These viewpoints are still fragmented, but they are an attempt to string together feelings and ideas that arose during the sensing and sifting stages. The focusing stage ideally segues into...

4. *Understanding stage* and the insights and fragments start to become a new or 'second story' (Meijers & Lengelle, 2012). Retrieved from: <http://www.hihohiho.com/>

- **Law, B.(2017) Learning for Living: the point of narrative, in *New School for the Old School: guidance and counselling in education, British Journal for Guidance and Counselling, International Symposium Special Issue, June 2017***

Law's final article (2017) 'Learning for Living: the point of narrative' focuses on the application of a new 21st century theoretical framework on the **use of storyboarding** as a means of young people living for learning. Findings are highly relevant in finding creative ways of working with young people NEET. Retrieved from:

<http://www.tandfonline.com/doi/full/10.1080/03069885.2017.1343459>

- **Wiley, M. (2014) A review of the literature on current practice in the development of employability skills, Bristol: SCNOL, June 2014**

Research in the field of employability skills suggests that in addition to developing discipline specific skills employees in different occupations are expected to bring a set of skills defined as 'generic', 'transferable' or 'employability' skills (HM Treasury, 2004; Sheldon and Thornthwaite, 2005; Tether et al, 2005; Taylor, 2006; Martin and Healy, 2008).

The employability skills required by employers in different sectors of UK labour market includes communication (verbal and written), numeracy, IT, team work, problem solving and learning to learn leadership, motivation, discipline, self-confidence, self-awareness, networking, entrepreneurship and capacity to embrace change (HM Treasury, 2004).

These skills are considered as transferable because they are "seen as having a broad application across a wide range of employment contexts and as transcending individual subjects" and are argued to be the basis for a "flexible" and "multi-skilled" workforce (Keep and Payne, 2004: 57). Retrieved May 2017 from: <https://www.voced.edu.au/content/ngv:75250>

- **Duffy, G. & Elwood, J. (2013) The perspectives of "disengaged" students in the 14-19 phase on motivations and barriers to learning within the contexts of institutions and classrooms, *London Review of Education*, Vol. 11 Issue No. 2, pp. 112-126.**

In addressing educational disengagement, government policy in England focuses primarily on raising the age of educational participation, promoting vocationalism and directing resources at the population of young people not engaged in any education, employment or training (NEETs). However, 'disengagement' is a more fluid and dynamic concept than policy allows for and is visible within a wide range of students, even those deemed to be engaged by their presence in education and educational settings.

This paper presents students' accounts of their educational experiences which suggest that the context of the classroom, student–teacher relationships, peer relationships and pedagogical methods used in classrooms are salient factors in understanding engagement.

3.2.2 Decision making



Career decision-making is a complex process based upon different individual and contextual factors, behaviors, surrounding, personal beliefs and preferences. This involves a series of decisions with regard to a number of educational and employment-related choices and preferences.

Within the available academic literature, there is a significant body of research examining young people's styles, processes, and strategies in relation to career decision-making.

- **Gati, I., & Amir, T. (2010). Applying a systemic procedure to locate career decision-making difficulties. *The Career Development Quarterly*, 58, pp.301–320**

Gati and Amir suggest that individuals may be described more accurately as using a combination of approaches in career decision-making and that it may be more informative to consider a broad set of decision dimensions than to focus on broad styles.

- **Gati, I., Gadassi, R., & Mashiah-Cohen, R. (2012). Career decision-making profiles vs. styles: Convergent and incremental validity. *Journal of Vocational Behavior*, 81, pp.2–16.**

Gati *et al* (2012) suggest using the profiles of 11 different decision dimensions as follows:

1. Information gathering reflects the degree of involvement in the collection and organisation of information
2. Information processing refers to the extent of analysis of career information
3. Locus of control is the degree of one's perceived control over career opportunities
4. Effort invested in the process reflects the time and effort devoted to career decision making
5. Procrastination is the delay in involvement in decision-making tasks
6. Speed of making the final decision reflects the time needed to make a final career decision

7. Consulting with others refers to the extent of consultation with others during the decision-making process
8. Dependence on others is the extent of reliance on others for making the career decision
9. Desire to please others reflects attempts to satisfy the expectations of others
10. Aspiration of an ideal occupation is the desire to find a perfect occupation
11. Willingness to compromise refers to flexibility in one's career aspirations.

It is argued that students with an internal locus of control are less oriented to the opinions of others and therefore less likely to delay the process of gathering and analyzing career information, and less likely to report general decision difficulty.

- **Banks, A. (2014), *Cognition, decision and expertise Part 2 of 3: Neuroscience and learning*. CIPD Research insight Series, London**

Dr Adrian Banks, a psychologist at the University of Surrey, specialises in reasoning, decision making and awareness.

He explains in his research and drawing on that of others, that reasoning ability is the single biggest predictor of performance at work (aside from completing samples of the work itself) and plays a key role in many problems, arguments and decisions in our non-work lives too. However, in formal education and training settings explicit development of this skill is comparatively neglected.

His research aims to develop understanding of reasoning processes, and applies this to everyday settings to improve reasoning performance and extend theoretical understanding.

He looks in detail at the power of making choices and its importance for how we behave and act at work. He focuses on: how individuals minds constrain them from making good decisions by the way they operate automatically and respond to stimuli; the nature of uncertainty and prediction and how it can help and hinder decision-making; the cognitive processes which drive decision-making.

Having introduced the importance and theory of decision-making the report then looks in detail at: the use of decision shortcuts known as heuristics, which allow us to 'parse' decisions; the nature of bias in decision making, looking at issues such as availability and representation bias and how to be aware of and control for biased decision making; and how our ability to reason and decide is impaired by our patterned thinking responses to suit our functioning in society and ultimately our survival as a species. Retrieved from:

https://www.cipd.co.uk/Images/cognition-decision-and-expertise_2014-part-2-of-3-fresh-thinking_tcm18-15115.pdf

- **Schlossberg, N. K. (2011). The challenge of change: The transition model and its applications. *Journal of Employment Counseling*, 48(4), pp.159-162.**

Schlossberg's transition theory discusses education transitions in terms of four S's: situation, self, strategies and support.

Situation factors are elements such as timing, duration of transition, and one's experience with similar transitions.

'Self-factors' describe the person experiencing the transition. These can include demographic characteristics such as age, race, or gender, and psychological characteristics such as optimism or self-efficacy.

Strategies refer to ways in which individuals cope with the transition.

Support refers to people, organisations, or institutions the person turns to for help with the transition.

- **Sabates, R., Harris, A. L. and Staff, J. (2011) 'Ambition gone awry: the long term socioeconomic consequences of misaligned and uncertain ambitions in adolescence', *Social Science Quarterly*, 92(4), 959-977.**

This study investigated whether misaligned or uncertain ambitions in adolescence influence the process of socioeconomic attainment.

It draws on 34 years of longitudinal data from the British Cohort Study (BCS70). The researchers considered whether youth with (1) misaligned ambitions (i.e., those who either over- or under-estimate the level of education required for their desired occupation); (2) both low occupational aspirations and educational expectations (low-aligned ambitions); and 3) uncertainty with regards to their future occupations (uncertain ambitions) at age 16 - experienced more unemployment spells, lower educational attainment, and lower hourly wages in adulthood compared to youth with high occupational aspirations and educational expectations (high-aligned).

The results showed youth who hold misaligned or uncertain aspirations show long-term deficits in employment stability and educational attainment, which in turn leads to lower wage attainments at age 34.

It concludes by highlighting 'misaligned and uncertain ambitions in adolescence compromise the construction of life paths and the realization of long-term educational and occupational goals.'

- **Sampson, J. P., Lenz, J. G., Reardon, R. C., & Peterson, G. W. (1999) A cognitive information processing approach to employment problem solving and decision making. *The Career Development Quarterly*, 48, pp. 3–18.**

The cognitive information processing approach can help to identify young people NEETs' state of readiness defined as:

“The capability of an individual to make appropriate choices taking into account the complexity of family, social, and economic factors that influence the adult or young person. Successful adjustment of the adult or young person involves making informed choices to solve problems”. Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.1999.tb00271.x/abstract>

- **Gladwell, M. (2005). *Blink, the power of thinking without thinking*. London: Penguin Books,**

According to Gladwell (2005) intuition is a mental process whereby the brain rapidly thin slices through multiple cues or vast amounts of information to arrive at insights (the 'ah ha' or eureka moment).

According to Hambly (2017), “the military general in the field does not have the time to weigh up all the options, but makes a snap judgement. This snap judgement is still an informed decision in that the intuitive process takes into account pre-existing knowledge and experience combined with any new cues picked up from the immediate environment. Likewise the artist of any profession has had initial technical training, learning processes and acquiring knowledge in order to gain the confidence and informed risk taking required for innovative practice (Schon 1987.)

It is important to remember, that although expertise can provide the raw materials for innovation, it can also lead to tunnel vision or grooved thinking (Sadler-Smith 2014:8).” Therefore it is important to continually revisit and challenge the assumptions that underpin young people NEETs decision-making.

- **Simon, H. (1991) *Bounded Rationality and Organizational Learning*. *Organization Science* 2 (91) pp. 125-134.**

The concept of bounded rationality in the reaching of a satisfactory decision. Most decisions are not made through reason alone as rational decision making cannot cope with large amounts of data or take into account the complexities of a situation. “Although our minds can take into account of a host of different factors, and although we can remember and report doing so, “it is seldom more than one or two that we consider at any one time” (Shepard 1967:263 cited in Gigerenzer and Goldstein 1996:664)

Therefore the phrase bounded rationality (Simon 1991) is frequently used to acknowledge that most of our decision making is concerned with arriving at a satisfactory and sufficient result rather than with the perfect answer. We often use short cuts or heuristics, problem solving methods such as rule-of-thumb or

intuition. Research indicates that these heuristics can be very effective and time-efficient in solving complex real-world problems and, when applied in the right niche, often lead to better decisions than more complex decision making methods (Banks 2014). Once the decision is made in the emotional part of the brain, the cerebral cortex then makes sense of it, justifying or rationalising the decision. Retrieved from:

<http://creativecareercoaching.org/the-human-brain-a-summary-of-recent-research-and-theory-3/>

3.2.3 Behaviour



Culture and cultural background is considered (Lukes, 1972) as an important determinant shaping individual behaviours, attitudes, educational attainment, and career-related outcomes. Culture, defined as: "the shared knowledge, norms and attitudes that influence individual behavior, is a long-standing sociological concept" (Mann *et al.*, 2014, p.41).

- **Bourdieu, P. (1990). *The logic of practice*. Stanford, CA: Stanford University Press.**

Bourdieu (1990) divides cultural capital into three forms: embodied or personal culture (individual attitudes or habitus), material or objectified cultural capital (books and tools), and institutionalized or symbolic cultures (qualifications).

- **Flouri, E., & Pangouria, C. (2012) *Do primary school children's career aspirations matter? The relationship between family poverty, career aspirations and emotional and behavioural problems: CLS Working Paper 2012/5*, Centre for Longitudinal Studies, University of London, September 2012.**

Using data from the UK Millennium cohort, Flouri and Pangouria (2012) have, for example, looked at the career aspirations of children aged seven and found statistically significant associations between aspirational levels and pupil behaviour: looking at children from disadvantaged backgrounds, those with higher aspirations were less likely than comparable peers to act out (behave poorly) in class. Retrieved from:

<http://eprints.bournemouth.ac.uk/22418/1/aspirations.pdf>

- **Kashefpakdel, E.T. & Percy, C. (2016). Career Education that Works: an Economic Analysis using the British Cohort Study, *Journal of Education and Work*, 30 (3), 217-234.**

This paper draws on the British Cohort Study 1970 to investigate the link between career talks by external speakers and employment outcomes, and finds some evidence that young people who participated in more career talks at age 14–16 enjoyed a wage premium 10 years later at age 26. The correlation is statistically significant on average across all students who receive talks at age 14–15; but remains the case for 15–16 year olds only if they also described the talks as very helpful.' Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/13639080.2016.1177636?journalCode=cjew20>

- **Cole, T., Daniels, H. & Visser, J. (2012) *The Routledge international companion to emotional and behavioural difficulties*, London: Routledge.**

The findings in this book focus on responding to disruptive or troubled pupils with emotional and behavioural difficulties (EBD).

The challenges these children present relate to wider issues of continuing political concern: the perceived declining discipline in schools; school and social exclusion; the limits to inclusion for children with special needs; increasing mental health difficulties in children; youth crime and parenting skills.

It's little wonder that the 'EBD' (often known as 'BESD' or 'SEBD') category is one of the most common forms of SEN around the world. This Companion examines the difficulties of defining EBD, and the dangers of allocating this imprecise label to children.

Bringing together the work of contributors from fifteen countries and across four continents, this book features the research of leading experts in the global field of EBD, who discuss and debate educators' key concerns by: looking at the overlaps between EBD, ADHD and mental health difficulties; outlining the types of appropriate schooling for children with EBD; urging readers to look beyond pupils' challenging behaviour in order to understand and respond to the social, biological and psychological causation; considering the key areas of assessment, whole-school and targeted approaches that help pupils with EBD in mainstream and in special settings; outlining helpful work with families, the crucial contribution of effective multi-agency working and the importance of supporting and developing teachers who work with challenging pupils.

- **Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78: 1360–1380.**

Analysis of social networks is suggested as a tool for linking micro and macro levels of social theory. The procedure is illustrated by elaboration of the macro implications of one aspect of small-scale interaction: the strength of dyadic ties.

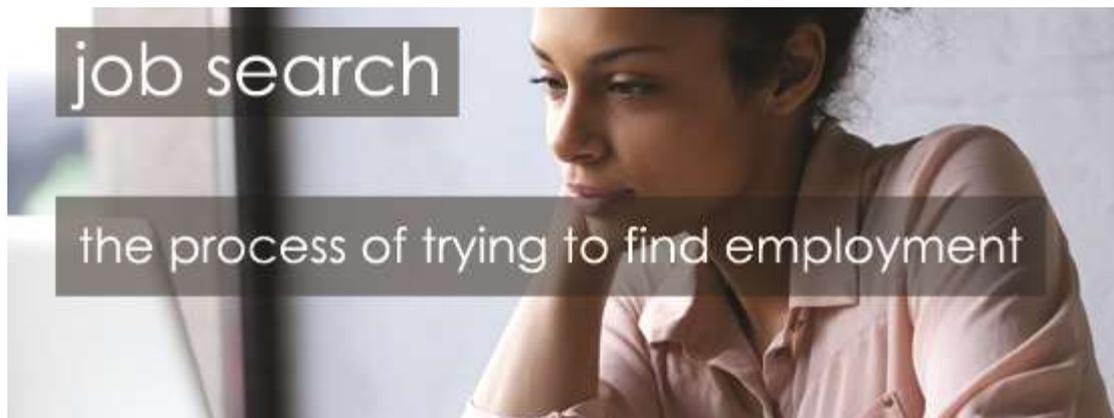
It is argued that the degree of overlap of two individuals' friendship networks varies directly with the strength of their tie to one another. The impact of this principle on diffusion of influence and information, mobility opportunity, and community organisation is explored. Emphasis is placed on the strength of weak ties. Most network models deal implicitly with strong ties, confining their applicability to small well-developed groups.

- **Kintrea, K., St Clair R. and Houston, M. (2011). *The influence of parents, places and poverty on educational attitudes and aspiration*. Joseph Rowntree Foundation.**

This report aims to better understand the relationship between young people 19s aspirations and how they are formed. There is a high degree of interest among politicians and policymakers in aspirations, driven by two concerns: raising the education and skills of the UK population, and tackling social and economic inequality.

High aspirations are often seen as one way to address these concerns, but how aspirations contribute to strong work and educational outcomes is not well understood. Based on longitudinal research in three locations in the UK, the report investigates aspirations and contributes empirical evidence to the debate.

3.2.4 Job search



Career aspirations of young people are crucial for the job search process. The process includes CV preparation, application forms, online applications, using social media for applications, interview skills and presentation skills.

- **YouGov (2017) *Young People's Education and Skills Work Experience Study, A report prepared for London Councils, July 2017.***

This survey of over 600 employers from London, representative of the business population by size and sector, highlights the skills that London employers seek in young people above all else – whether school/college leavers or recent graduates – are related to communication and attitude.

The attributes they most often look for when recruiting for an entry-level position are communication skills, attitude to work, work ethic and an interest in the role/industry. Employers are much less likely to prioritise relevant work experience, business awareness or qualifications obtained.

Despite the overall positivity towards the concept of providing work experience, there are areas where employers are more sceptical about the value of providing such opportunities. These concerns relate to a perceived impact upon the organisation as a whole, a perception which must be addressed to encourage more organisations to offer work experience.

- **CBI/Pearson (2017) *Employer Skills Survey, London: Confederation of British Industry and Pearson, 10th July 2017.***

The tenth CBI/Pearson Education and Skills Survey was conducted between February and April 2017, with responses received from 344 organisations. Participants ranged in size from firms with fewer than 50 employees to those with more than 5,000; SMEs accounted for nearly a third of respondents (30%).

Respondents were drawn from all sectors of the economy, ranging from manufacturing (14%) to construction (10%) and professional services (11%). Three quarters (75%) of businesses expect to increase the number of high-skilled roles over the coming years, but 61% fear that there will be a lack of sufficiently skilled people to fill them, according to the 2017 CBI/Pearson Education and Skills Survey.

The survey of 344 companies highlighted that 62% see strong competition for candidates with appropriate qualifications as the most widespread cause of skills shortages, followed by a lack of candidates with appropriate qualifications (55%).

Asked about the impact of the introduction of the £2 billion apprenticeship levy, 58% of firms plan to increase apprentice programmes – but it is not clear how much of this is genuinely new provision, with 63% of respondents planning to reconfigure existing training to comply with the levy.

Careers advice and guidance given to young people was judged as overwhelmingly poor, with 84% of companies surveyed saying the quality and consistency of careers advice is inadequate. Businesses are actively engaging with schools to help support children and young people, with 81% of those surveyed having links to schools. Retrieved from:

<https://www.pearson.com/corporate/news/media/news-announcements/2017/07/skills-needs-must-now-drive-reforms--cbi-pearson-education-and-s.html>

- **Croll, P. (2008). Occupational choice, socio-economic status and educational attainment: a study of the occupational choices and destinations of young people in the British Household Panel Survey. *Research Papers in Education*, 23: 243–268.**
- **Croll, P., Attwood, G. & Fuller, C. (2010) *Children's lives, children's futures – a study of children starting secondary school*. London: Continuum**

Croll et al. draw attention that often young people from disadvantaged social background express high aspirations re: their future career. However, the main problem occurs when those ambitious young people do not have access to educational resources and careers advice.

The theoretical context of the latter study is the focus in educational studies on children's voice and children's active role in education, together with the focus in the sociology of childhood on children as active constructors of their lives and childhood as a subject of serious study.

The importance of young people's life plans and the alignment between education and ambitions was recognized in the Sloan Foundation study of American teenagers. In many Western societies there is concern that children from less advantaged social backgrounds have limited aspirations, and are disproportionately unlikely to go to university.

This book is highly relevant to understanding the nature of children's engagement with education, the choices and constraints they experience and the reasons some young people fail to take advantage of educational opportunities.

- **Mann, A., and Huddleston, P. (2015). *What do recruiters think about today's young people? Insights from four focus groups*. London: Education and Employers**

Working through an extensive networks of employers and HR professionals connected to Education and Employers through the Inspiring the Future programme and to the Chartered Institute of Personnel and Development through its national and local structures, the authors actively sought out recruiters with long standing recruitment experience. This report presents testimonies from recruiters.

The findings unsurprisingly indicate there is no single employer perspective and the implication of an increasingly complex labour market are discussed. There was considerable agreement across recruiters about where young people were distinctively and commonly weak, in comparison to older workers, when it came to applying for work. Recruiters noted poor skills in what might be termed job-seeking or recruitment skills (completing applications and going to interview).

Participants complained strongly about the inability of recruits to write adequate CVs; they were disappointed that so much time is spent in schools on perfecting the UCAS personal statements and so little on CV writing. They were surprised that the skills developed in writing UCAS statements were not transferred to CV writing. Schools and universities should emphasise, it was argued, the importance of the CV and help students in writing them. Schools could help students to make connections between job applications and their applications to higher education.

Recruiters wanted schools and young people to treat recruitment processes far more seriously. Retrieved from:

<http://www.educationandemployers.org/wp-content/uploads/2015/09/What-do-recruiters-think-about-todays-young-people-September-2015-003.pdf>

- **Oxenbridge, S. & Evesson. J. (2012) *Young people entering work: a review of the research*, Ref 18/12, commissioned by Acas.**

The Advisory, Conciliation and Arbitration Service (Acas) commissioned a review of research examining young people's expectations of work, the challenges they face in starting work, and the means by which their transition to work may be improved. It sought to capture the perspectives of both young people and employers. The review was undertaken in the context of high levels of youth unemployment in Britain in mid-2012. An assessment of the literature found little research relating to young people's expectations of workplaces or working life. Research conducted by Erica Smith and Anthea Taylor in Australia at the turn of the millennium was found to come closest to addressing the areas of interest identified by Acas. This Australian research provided detailed insights into the concerns and anxieties of young people entering work. Alongside others, Taylor (2003:12) advocates a need for further research, to provide a better understanding of the youth experience of early career social processes. Retrieved from: <http://www.acas.org.uk/media/pdf/5/2/Young-people-entering-work-a-review-of-the-research-accessible-version.pdf>

3.3 Getting into Work

3.3.1 Experience of work



When it comes to recruiting young people, most employers – particularly smaller businesses – value experience above all other criteria. But too few young people are gaining adequate experience of work. This is contributing to fewer employers recruiting young people and finding that many of those are not adequately prepared for the world of work.

In parts of England, there are call for young people to have greater access to at least 100 hours experience of the work of work by the age of 16 – see for example: London Ambitions Careers Offer and Cornwall Careers Offer 2016 - 2020. Retrieved from:
<https://lep.london/publication/london-ambitions-careers-offer> and
<https://www.cornwall.gov.uk/education-and-learning/cornwall-careers-offer-2016-2020/>

- **Percy, C. & Mann, A. (2014) 'School-mediated employer engagement and labour market outcomes for young adults' in Mann, A., Stanley, J. and Archer, L. (eds) *Understanding Employer Engagement in Education: Theories and Evidence* (2014): p. 205.**

This paper investigates a claim that greater experience of the world of work while studying at school should also confer benefits in accessing and successfully participating in employment later on.

Most related earlier studies in the UK investigated labour market outcomes in terms of increased attainment and/or perceived improved preparation for the workplace. This study assesses actual progression in the labour market.

The authors analyse the results of a 2011 YouGov survey to determine the relationship between young people's contact with employers during school and their NEET status, earnings and confidence in personal career progression.

Respondents were between the ages of 14 -19 years old. With regards to young people's NEET status, the analysis revealed a "strong advantage associated with employer engagement" during school or college even after controlling factors such as level of education and social background.

Logistic regression models generally indicated that **two or more employer contacts** has a fairly robust association with a reduced probability of NEET status. For example, students were 25% less likely to be NEET if they did four plus activities and 5% less likely to be NEET if they did 2 activities.

The analysis of salaries of participants suggests that increased employer contacts may produce in wages as each additional employer contact is associated with an extra £900 in annual salary on average. Further analysis shows participants who experienced greater levels of contact with employers were "significantly less likely to be NEET.

- **Gutman, L.S. and Schoon, I. (2012). Correlates and consequences of uncertainty in career aspirations: gender differences among adolescents in England. *Journal of Vocational Behaviour*, 80, 608-618.**

Drawing upon the Longitudinal Study of Young People in England (LSYPE) born in 1989/90, this study examined a pathway model investigating whether uncertain career aspirations and other associated variables mediate the link between socioeconomic status and prior achievement and later educational outcomes.

Gender differences were also examined. Findings indicate that adolescents who had lower prior achievement and were from lower socioeconomic backgrounds were more likely to have uncertainty in their career aspirations.

The hypothesized model was supported to some extent, indicating that uncertain career aspirations and other associated variables were significant mediators.

Unexpectedly, adolescents with uncertain career aspirations had higher academic performance at age 16 and a greater likelihood of educational enrollment at age 18 compared to those with high, certain aspirations, when parental educational expectations, school motivation, perceived academic ability and useful career advice were taken into account, suggesting that these young people may benefit from an extended period of moratorium in their career choice.

- **Kashefpakdel, E. T., Mann, A., Schleicher, M. (2016) *The impact of career development activities on student attitudes towards school utility: an analysis of data from the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA)*, London: Education and Employers Occasional Paper 8, December 2016.**

The 2012 PISA survey asked a series of questions which explore teenage participation in career development activities and subsequent attitudes towards schooling.

In the analysis, four activities are isolated (participation in Internships, Job Fairs, Job Shadowing and speaking with a Careers Advisor in school). Only a minority of countries taking part in PISA 2012 opted into these questions and of these six have been selected for this analysis (Australia, Belgium, Canada, Denmark, Finland and Ireland).

The report finds that there is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.

The most consistent positive effects are found in relationship to speaking with a Careers Advisor in school and attending a Job fair. Of the six countries, it is teenagers in Finland and Ireland who demonstrate the greatest levels of responsiveness to participation in career activities. Further analysis will explore the relationship between participation in career development activities and academic achievement.

Using statistical analysis, regressions controlled for a series of variables likely to influence attitudes towards schooling. The study found a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards the utility of schooling.

The most consistent positive effects were found in relationship to speaking with a Careers Advisor in school and attending a Job fair. Relationships were particularly strong in Finland and Ireland.

- **Staff, J., Schulenberg, J. E. & Bachman, J. G. (2010) Adolescent Work Intensity, School Performance, and Academic Engagement In *Sociology of Education*, Vol.83, no.3 pp.183-200, July 2010.**

Teenagers working more than 20 hours per week perform worse in school than youth who work less. There are two competing explanations for this association:

- (1) that paid work takes time and effort away from activities that promote achievement, such as completing homework, preparing for examinations, getting help from parents and teachers, and participating in extracurricular activities,
- (2) that the relationship between paid work and school performance is spurious, reflecting preexisting differences between students in academic ability, motivation, and school commitment.

Using longitudinal data from the ongoing national Monitoring the Future project, this research examines the impact of teenage employment on school performance and academic engagement during the 8th, 10th, and 12th grades.

The authors address issues of spuriousness by using a two-level hierarchical model to estimate the relationships of within-individual changes in paid work to changes in school performance and other school-related measures. Unlike in prior research, the authors compare youth school performance and

academic orientation when they are "actually" working in high-intensity jobs to when they are jobless and "wish" to work intensively.

Results indicate that the mere wish for intensive work corresponds with academic difficulties in a manner similar to actual intensive work.

- **Bedenbaugh, E H., Garvey, R. C. (1993) Competing for Time: School and Teenage Employment. NASSP Bulletin, Vol.76, No. 549 pp.74-81, January 1993.**

Most young people who work are employed in low-paying jobs with little growth or learning potential. Working adolescents appear to be more motivated by socialization and consumerist needs than by economic necessity. This article shows that the relationship between school and work must be maximized and that more attention must be paid to ensuring positive outcomes from work experience.

- **Mortimer, J. T. (2010) The Benefits and Risks of Adolescent Employment, Prevention Researcher, Vol.17 Issue No.2 pp. 8-11.**

Much controversy surrounds the consequences of adolescent paid work, with researchers coming to diverse conclusions about work's impact on youth. This article summarizes findings from the Youth Development Study (YDS), a long-term, ongoing longitudinal study that has followed youth from middle adolescence through early adulthood.

The YDS findings address this debate and support the final perspective--that the effects of teen employment on the successful transition to adulthood depend on its patterning through the years of high school and its quality. Moreover, the YDS shows that patterns of teenage employment are linked to the social origins and motivations of youth upon entry to high school, and suggest that teenagers exercise agency as they build human capital during high school through education and work experience.

The article concludes with implications of these findings for parents, educators, and others with an interest in enhancing healthy youth development.

- **Simmons, R. &Thompson, R. (2011) Education and Training for Young People at Risk of Becoming NEET: Findings from an Ethnographic Study of Work-Based Learning Programmes, Educational Studies, Vol.37 No.4 pp.447- 450.**

This report summarises findings from an ethnographic study of work-based learning provision for 16-18-year-olds who would otherwise fall into the UK Government category of not in education, employment or training (NEET).

The research project took place in the north of England during 2008-2009, and investigated the biographies, experiences and aspirations of young people and practitioners working on Entry to Employment (E2E) programmes in four learning sites. The detailed research findings are reported in four papers

covering the conceptual background to E2E, and the experiences of learners, tutors and Connexions personal advisers involved with the programme.

This report highlights and synthesises some of the key issues raised by these papers and looks ahead to a three-year longitudinal study of NEET young people which is intended to continue and extend this work, providing an opportunity to follow this group during a period of far-reaching economic and political change.

- **Crawford, C., Duckworth, K., Vignoles, A. & G. Whyness. (2011) *Young people's education and labour market choices aged 16/17 to 18/19. Research Report DFE-RR182, London: Department for Education.***

This report provides evidence on the educational and labour market transitions made by young people. The authors use three data sets to do this, covering various different time periods before the recent (2008) recession.

Firstly, we use the Longitudinal Study of Young People in England (LSYPE) which contains information on young people who were age 16/17 through to age 18/19 in the period 2007 to 2009. They also use the Labour Force Survey (LFS); again focusing on individuals aged 16/17 to 18/19 but over a longer period (1993 – 2008). They use data from the British Household Panel Survey (BHPS) focusing on individuals who were aged 16/17 to 18/19 at some point between 1991 and 2008.

They found almost half of those who are NEET at age 16/17 are still NEET one year later. Also, almost half of those who are NEET at age 17/18 are still NEET one year later. This persistence in being NEET is observed in all data sets and is particularly concerning as they also show that there has been a steady rise in the proportion of 18/19 year olds who are NEET since 2000.

The research findings suggest that the work and study options followed by young people are socially graded i.e. the more socio-economically advantaged pupils, as defined by their parents' education or occupational status, are more likely to pursue full-time education options that follow other transitions at both age 17/18 and 18/19.

Socio-economically advantaged pupils are also more likely to get jobs with or without training than to be NEET at age 17/18 and 18/19.

The analysis suggests that individuals who become NEET on leaving school have a very high risk of remaining unemployed in the medium (5 years) term and have a greater risk of unemployment and lower wages in the long run (up to 10 years on). They also found that if young people who were initially NEET did find work, they were more likely to get a job without any training rather than a job with training.

Retrieved from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183355/DFE-RR182.pdf

- Percy, C. & Mann, A. (2014) School-mediated employer engagement and labour market outcomes for young adults: Wage premia, NEET outcomes and career confidence. In Mann, A., Stanley, J. and Archer, L. eds. *Understanding Employer Engagement in Education: Theories and Evidence*. London: Routledge pp. 205-220.

The authors present evidence of economic outcomes linked to volume of school-mediated employer engagement with education. Using statistical analysis, with a reasonable if limited set of controls in place, they find evidence of wage premiums and reduced incidence of respondents not being in Education Employment or Training (NEET) linked to volume of engagement in employer engagement.

<i>Employer engagement activity</i>	Premium (expressed in percentage terms)	Premium (expressed in cash terms)
Job Shadowing at 14-16	11%	£1,739
Volume of engagements where engagement in general found to be useful in getting a job – <i>one engagement</i> (school type control, 14-16)	3.7%	£585
Volume of engagements where engagement in general found to be useful in getting a job – <i>four plus engagements</i> (school type control, 14-16)	14.8%	£2,340
Volume of engagements where engagement in general found to be useful in getting a job – <i>one engagement</i> (school type control, 16-19)	4.1%	£648
Volume of engagements where engagement in general found to be useful in getting a job – <i>four plus engagements</i> (school type control, 16-19)	16.4%	£2,592
Volume of engagements where engagement in general found to be useful in getting into university – <i>one engagement</i> (school type control, 16-19)	5.5%	£869
Volume of engagements where engagement in general found to be useful in getting into university – <i>four plus engagements</i> (school type control, 16-19)	22%	£3,476
Enterprise competition at 14-16 where respondent felt school had prepared them well for adult working life	11%	£1,739
Mentoring at 14-16 where respondent felt school had prepared them well for adult working life	19%	£3,004
Mentoring at 16-19 where respondent felt school had prepared them well for adult working life	18%	£2,846

- Kashfepakdel, E. T., Mann, A., and Schleicher, M. (2016). *The Impact of Career Development Activities on Student Attitudes Towards School Utility: An Analysis of Data from the Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA)*. London: Education and Employers

Evidence shows that young people who had participated in a careers talk with employers could expect, on average, a 1.6% wage premium compared to their peers who did not participate.

Retrieved from:

<http://www.educationandemployers.org/research/career-education-that-works-an-economic-analysis-using-the-british-cohort-study/>

3.3.2 Qualifications



Young people's success in education is essential to the Government's goal of building a productive and competitive economy.

In the UK and in New Zealand government's highlight the need to develop level 2 and above skills to help individuals reach their full potential and contribute to the economy and society. A Level 2 qualification gives people opportunities in terms of further education, employment, health outcomes and a better quality of life. Retrieved from:

<https://www.ssc.govt.nz/bps-boosting-skills-employment>

- **HMG (2017) Building our Industrial Strategy: Green Paper, London: Her Majesty's Government, January 2017.**

England remains "the only OECD country where 16 to 24-year olds¹⁹ are no more literate or numerate than 55 to 64-year olds. Large differences in skill levels around the country, including among school leavers, are compounding imbalances in the UK economy" (p.16).

- **Ashby, J. S. & Schoon, I. (2010) Career Success: The Role of Teenage Career Aspirations, Ambition Value and Gender in Predicting Adult Social Status and Earnings, *Journal of Vocational Behavior*, Vo. 77, no.3, pp.350-360, December 2010.**

Links between family social background, teenage career aspirations, educational performance and adult social status attainment are well documented. Using a contextual developmental framework, this article extends previous research by examining the role of gender and teenage ambition value in shaping social status attainment and earnings in adulthood.

Drawing on data from an 18-year British follow up study they tested a path model linking family background factors (such as family social status and parental aspirations) and individual agency factors in adolescence (in particular, career aspirations and ambition value) to social status attainment and earnings in adulthood.

The findings suggest that **ambition value** is linked to adult earnings. That is, young people for whom it is important to get on in their job earn more money in adulthood than their less ambitious peers.

The findings also confirm that teenage career aspirations are linked to adult social status attainment, and suggest that family background factors, teenage career aspirations and ambition value interact to influence social status attainment and earnings in adulthood. Gender differences are also discussed. Retrieved from:

<http://www.sciencedirect.com/science/article/pii/S0001879110001181>

- **Hughes, D., Mann, A., Barnes, S.A., Baldauf, B., & McKeown, R. (2016) *Careers Education: International Literature Review*, London: Education Endowment Foundation, July 2016.**

This literature review highlighted 73 studies focused on careers education.

All studies included were required to adhere to quasi-experimental or experimental approaches undertaken within Organization for Economic Cooperation and Development (OECD) countries since 1996.

The findings focus on evidence from studies where outcomes could be compared with a control group, though the robustness of the methodologies used inevitably varies. The authors also identified 23 studies exploring the impact of part-time employment.

The types of interventions included in the examined studies included careers provision, career guidance, enterprise, ICT and careers, job shadowing, mentoring, transformational leadership, volunteering, work experience, and work-related learning.

Studies focused on (i) education outcomes; (ii) economic outcomes; and (iii) social outcomes. The findings from education outcomes showed a majority of studies provided evidence of improvements in academic achievement. However, a review of the studies highlights a considerable variation in how academic outcomes were measured.

Drilling down into the results of five comparable studies looking at the impact of different careers education interventions on achievement at GCSE, the literature suggests, on average, relatively modest attainment boosts.

Retrieved from:

https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf

- **Impetus-PEF (2017) *Life after School: Confronting the Crisis*, London: Impetus-PEF, Private Equity Foundation.**

This report makes clear every young person should be supported to achieve good levels of competency in English and maths at school. "Our best schools succeed in supporting pupils from disadvantaged backgrounds to achieve good GCSEs in these subjects.

However, too many are still not attaining these crucial qualifications at 16 and young people from disadvantaged backgrounds are faring worse."

The introduction of a new 1-9 grading system this summer will only add to this challenge. Without good English and maths qualifications, life after school is much tougher, with fewer options and less access to jobs and higher education. So those who don't get the grades at 16 need a second chance to catch up by 19.

In March 2016, Impetus-PEF published its report 'The road most travelled? The 16-19 journey through education and training which revealed that over a third of our young people are still leaving education at 19 without attaining A*-C GCSEs or equivalents in English and maths, and for young people from disadvantaged backgrounds, this figure stands at over half. These are not educational outcomes that we can be proud of.

Retrieved from:

https://impetus.org.uk/assets/publications/Report/2017-03-14_Impetus-PEF-Confronting-Crisis.pdf

- **Wilson, T. (2013) *Youth Unemployment: Review of Training for Young People with Low Qualifications*, Research Paper 101, London: Department for Business, Innovation & Skills, February 2013.**

The level of qualification is a good predictor of labour market success – those with higher qualifications are more likely to be employed, and earn more, than those with lower qualifications. For these reasons, active labour market policies for young people have historically and internationally tended to have a strong focus on training (often alongside employment subsidies, work experience and support with looking for work).

However successive evaluations have tended to find mixed results for training programmes. This revisits that evidence base; in order to draw conclusions on what lessons can be learned for the design of training programmes for young people aged 19 to 24 who are unemployed, not in learning and have low or no qualifications.

Retrieved from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70226/bis-13-608-youth-unemployment-review-of-training-for-young-people-with-low-qualifications.pdf

- **Finlay, I., Sheridan, M., Mc Kay, J., & Nudzor, H. (2010) *Young people on the margins: in need of more choices and more chances in twenty-first century Scotland*. *British Educational Research Journal*. Vol. 36 Issue No. 5, pp.851-867.**

The aim of this study was to find out more about the lives of young people in the category 'not in education, employment or training' (NEET).

The research focused on the most marginalised young people in the NEET category in Scotland. So the findings cannot be assumed to be the most typical in this category; however, they offer powerful insights.

Researchers worked intensively with 26 young people in four smaller groups, spending three days with each group. Young people NEET engaged in a variety of creative and artistic activities designed to help them to construct accounts of their lives with the purpose of gaining an understanding of what it was like to be NEET.

Three significant issues that emerged from these life stories are discussed in this paper. These are the problematic nature of the discourse of NEET sub-groups; the challenges of school-exclusion policies and practices; and the myth of low aspirations.

The authors conclude by noting youth policies often describe young people as having low aspirations when they mean low expectations. Several young people had developed a range of skills (often with qualifications) but were unable to find work locally because of a lack of opportunities. They welcome the Scottish Government's articulation of more choices and more chances for young people.

Retrieved from:

https://www.academia.edu/5337296/Young_people_on_the_margins_in_need_of_more_choices_and_more_chances_in_twenty_first_century_Scotland?auto=download

3.3.3 Opportunities



- **Roberts, K. (1977) 'The social conditions, consequences and limitations of career guidance', *British Journal of Guidance and Counselling*, 5, p1-9.**
- **Roberts, K. (1984) *School Leavers and their Prospects*, Buckingham: OU Press**
- **Roberts, K. (1995) *Youth Employment in Modern Britain*, Oxford: Oxford University Press.**

In the theory of occupational allocation (opportunity structure) the majority of individuals are restricted in their choice of occupations and career decision-making by the external opportunity structure - depending on the social variable such as gender, ethnicity and social class.

The author argues that sociological factors pre-determine occupational choice. Roberts in effect sees our environments dictating to us the opportunities we have. Where we live, the qualifications we have, the state of the economy, our family background, our gender etc. all come together to in effect remove choice from us.

For Roberts the focus is on being realistic about the hand society has dealt us and to come to accept it for ourselves. He states: "*an adequate theory for understanding school-leavers' transition to employment in Britain needs to be based around the concept not of 'occupational choice', but of 'opportunity structure.'*" (1977, p183). The determinants of occupational choice as defined by Roberts (1968) are: the home; the environment; the school; peer groups, job opportunities.

- **Roberts, K. (2012) *Education to Work Transitions: How the Old Middle Went Missing and Why the New Middle Remains Elusive*. *Sociological Research Online*, 18 (1) 3.**

Roberts defines 'middling youth' as those who exit full-time education with average qualifications. Today they do not progress into higher education but possess academic and/or vocational qualifications that normally yield positive labour market returns. They enter occupations in the middle of the occupational structure – office, sales and laboratory jobs, skilled and other

types of manual occupations in which they are more-or-less continuously employed, and have not required assistance from recent government *New Deals* or *Work Programmes*. He argues middling youth today are vulnerable, which has not always been the case.

The old economy offered secure middling jobs for the middle bands of school-leavers. These jobs were in offices, and in skilled and other manual occupations. Entrants could expect to remain in such occupations for life, though not necessarily in the same jobs or with the same employers.

The present-day middle is being squeezed in several ways. Real incomes and living standards may be threatened, but there are further dimensions to the squeeze. The number of middling jobs has diminished. The lower-skilled manual and non-manual jobs that remain are more fragile. More of the jobs are precarious - part-time, temporary and/or low paid relative to the earnings of managers and professionals.

The old middle has gone missing during the transition from industrial into post-industrial times, alongside the globalisation of economic flows, and the introduction of new information and communication technologies into most occupations. Retrieved from: <http://www.socresonline.org.uk/18/1/3.html>

- **Kashefpakdel, E. T. & Percy, C. (2016). Career Education that Works: an Economic Analysis using the British Cohort Study, *Journal of Education and Work*, 30 (3), pp. 217-234.**

There is significant interest in young people's fractured transitions into the labour market. Many scholars and practitioners believe that changes in the education system and labour market over recent decades have created a complex world for young people and that this can partly be addressed by enhanced career education while individuals are at school.

The paper draws on the British Cohort Study 1970 to investigate the link between careers talks by external speakers and employment outcomes, and finds some evidence that young people who participated in more career talks at a 14 – 16 enjoyed a wage premium 10 years later at age 26.

The correlation is statistically significant on average across all students who receive talks at age 14-15; but remains the case for 15-16 year olds only if they described the talks as very helpful.

Retrieved from:

<http://www.educationandemployers.org/wp-content/uploads/2016/05/Career-education-that-works-an-economic-analysis-using-the-British-Cohort-Study.compressed.pdf>

- **Simmons, R. (2017) Employability, knowledge and the creative arts: reflections from an ethnographic study of NEET young people on an entry to employment programme. *Research in Post-Compulsory Education*. Vol. 22 No. 1, pp.22-37, March 2017.**

This paper draws on research into the experiences of young people classified as NEET (not in education, employment or training) on an employability programme in the north of England, and uses Basil Bernstein's work on pedagogic discourses to explore how the creative arts can be used to re-engage them in work-related learning.

Whilst creating demand for young people's labour is central to tackling youth unemployment, the paper contends that using the arts can go some way towards breaking down barriers to learning experienced by many marginalised young people, and argues that creative activities can be used to introduce them to forms of knowledge which have been largely flushed out of vocational education – at least for many working-class learners.

The paper presents ethnographic data which suggests that skillful, well-informed tutors can, at least in some circumstances, use the creative arts to provide young people with access to forms of learning which transcend official discourses of employability, and introduce marginalised youth to forms of learning rooted in what Bernstein described as 'powerful knowledge'.

Retrieved from:

<http://www.tandfonline.com/doi/ref/10.1080/13596748.2016.1272086>

- **Gutman, L.S. and Schoon, I. (2012). Correlates and consequences of uncertainty in career aspirations: gender differences among adolescents in England. *Journal of Vocational Behaviour*, 80, 608-618.**

Drawing upon the Longitudinal Study of Young People in England (LSYPE) born in 1989/90, this study examined a pathway model investigating whether uncertain career aspirations and other associated variables mediate the link between socioeconomic status and prior achievement and later educational outcomes. Gender differences were also examined.

Findings indicate that adolescents who had lower prior achievement and were from lower socioeconomic backgrounds were more likely to have uncertainty in their career aspirations.

The hypothesized model was supported to some extent, indicating that uncertain career aspirations and other associated variables were significant mediators. Unexpectedly, adolescents with uncertain career aspirations had higher academic performance at age 16 and a greater likelihood of educational enrollment at age 18 compared to those with high, certain aspirations, when parental educational expectations, school motivation, perceived academic ability and useful career advice were taken into account, suggesting that these young people may benefit from an extended period of moratorium in their career choice.

Retrieved from:

<http://www.sciencedirect.com/science/article/pii/S000187911200019X>

- **Seddon, F., Hazenberg, R., & Denny, S. (2013) Effects of an Employment Enhancement Programme on Participant NEETs, *Journal of Youth Studies*, Vol.16 No.4 pp. 503-520.**

The research examined the effects on participants of an employment enhancement programme (EEP), which was delivered by a work-integration social enterprise in an area of high unemployment in the South-East of England.

The EEP was designed to increase the employability of young people aged 16-24 years who are not in employment, education or training (NEET).

In order to measure the effects of the EEP on the participants, 24 NEET young people completed questionnaires designed to measure their general self-efficacy (GSE) before and after (Time 1 and Time 2) their engagement in the EEP. Fifteen of the original 24 NEETs also took part in semi-structured interviews with a researcher at Time 1 and Time 2.

Results of the analysis of the questionnaire data revealed a statistically significant increase in the levels of GSE for the 24 participants after engagement in the EEP.

Results of the analysis of the interview data with 15 participants revealed eight overall themes, four at Time 1 and four at Time 2.

The triangulation of the quantitative and qualitative results of this research revealed the psychological benefits to this NEET group of young people after engagement in the EEP.

Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/13676261.2012.733808?src=recsys&journalCode=cjys20>

- **Beck, V. (2015) Learning providers' work with NEET young people, *Journal of Vocational Education & Training*. Vol. 67 Issue No. 4, pp. 482-496.**

This article investigates the impact of the relationship between learning providers and young people who have experienced Not being in Education, Employment or Training (NEET) on young people's agency development.

Agency is defined as not only bounded but generated by intra-action with relations of force, including learning providers themselves. Providers facilitate the development of individual agency in the form of self-esteem and motivation. However, they also support activation into the labour market and, in doing so, add barriers and challenges to established institutional structures and personal boundaries.

Emotional labour strategies utilised by learning providers reveal the potentially negative impact of their values, backgrounds and experiences.

Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/13676261.2012.733808?src=recsys&journalCode=cjys20>

- **Abrams, F. (2009) Learning to Fail, *Adults Learning*, Vol.21 No.3 pp.12-14, November 2009.**

The first decade of the Labour Government was characterised by a whole raft of education reforms aimed at driving up standards--a focus on early literacy and numeracy, standards funds to push up exam results, the much greater use of technology to track individual pupils' progress and to ensure a growing number achieved the benchmark leaving standard of five good GCSEs. Yet despite all that, and despite 10 years of economic prosperity, the numbers who became "NEET," or not in education, employment or training, remained stubbornly high.

In 2007 the proportion of young people disengaged in the autumn after they reached the school leaving age was around 10 per cent, and had been for years. The reasons for this had very little to do with standards in schools--indeed, research from the London School of Economics had estimated that just one seventh of the causes of educational failure could be placed at the door of the secondary education system.

The real causes of underachievement and disengagement, the author felt, went much deeper. Young people from working-class backgrounds are being let down at every stage of their lives, but mentoring--good support and guidance from an adult who doesn't judge them--the author argues, can be the key to turning things around for them.

- **Maguire, S. (2008) Paying Young People to Learn-Does It Work? *Research in Post-Compulsory Education*, Vol. 13 Issue No.2, pp 205-215.**

The Education Maintenance Allowance (EMA) was designed to encourage more young people from lower-income households to participate in post-compulsory education. This has been extended to other groups of young people, most notably those who are not in education, employment or training (NEET) or in jobs without training (JWT).

This paper presents some key findings from an evaluation of the EMA pilots and some emerging policy developments following the national implementation of the EMA policy initiative, including the piloting of Activity and Learning Agreements, which are designed to encourage young people in the NEET and JWT groups back into learning in return for financial and intensive support packages.

It concludes with a discussion about the extent to which offering all eligible young people financial support, will be enough to achieve the Raising of the Participation Age (RPA) agenda.

Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/13596740802141337?src=recsys&journalCode=rpce20>

- **Russell, L., Simmons, R., & Thompson, R. (2010) Playing the numbers game: Connexions personal advisers working with learners on entry to employment programmes, *Journal of Vocational Education & Training*. Vol. 62, Issue No. 1, pp.1-12.**

Transitions of young people from school to employment, further education or training have been a focus of government policy in the UK for at least the last three decades. Since the late 1990s, numerous policy initiatives have been introduced by New Labour in an attempt to reduce social exclusion through the increased participation of young people in work-related training.

This paper reports on a mixed-methods research project exploring Entry to Employment (E2E) provision in the north of England. It outlines the experiences of Connexions practitioners working with learners and staff at four E2E providers and illustrates the complexities involved with young people's transitions to and from E2E programmes.

The paper shows that a marketised system driven by targets and funding constraints can compromise the ability of practitioners to best meet the needs of young people struggling with often difficult circumstances.

Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/03055698.2010.539783?src=recsys&journalCode=ceds20>

- **Thompson, R. (2011) Reclaiming the disengaged? A Bourdieuan analysis of work-based learning for young people in England. *Critical Studies in Education*, Vol. 52 Issue 1, pp.15-28.**

This paper uses Bourdieu's concept of field to analyse findings from an ethnographic study of Entry to Employment (E2E) programmes in England.

The paper examines field positions associated with E2E, such as learner and tutor, distinguishing between the taking of positions by individual agents and the construction of these positions by dominant institutions.

The paper argues that official constructions are based on a discourse which positions E2E learners as a deficit category alongside young people not in education, employment or training (NEET) and separates E2E programmes from those in mainstream educational provision. In consequence, although learners are supported and make individual progress, E2E contributes to the exclusion that Bourdieu identifies as the chief means of social reproduction in the education system.

Retrieved from:

<http://www.tandfonline.com/doi/abs/10.1080/17508487.2011.536510?scroll=top&needAccess=true&journalCode=rcse20>

4.0 References

Abrams, F. (2009) Learning to Fail, *Adults Learning*, Vol.21 No.3 pp.12-14, November 2009.

Archer, L. (2012). What shapes children's science and career aspirations age 10–13? London: King's College London.

Ashby, J. S. & Schoon, I. (2010) Career Success: The Role of Teenage Career Aspirations, Ambition Value and Gender in Predicting Adult Social Status and Earnings, *Journal of Vocational Behavior*, Vo. 77, no.3, pp.350-360, December 2010.

Baker, D. & Stauth, C. (2003) *What Happy People Know: How the Science of Happiness Can Change Your Life for the Better*, Rodale, 2003, USA.

Banks, A. (2014), *Cognition, decision and expertise* Part 2 of 3: Neuroscience and learning. CIPD Research insight Series, London.

Beck, V. (2015) Learning providers' work with NEET young people, *Journal of Vocational Education & Training*. Vol. 67 Issue No. 4, pp. 482-496.

Bedenbaugh, E H., Garvey, R. C. (1993) Competing for Time: School and Teenage Employment. *NASSP Bulletin*, Vol.76, No. 549 pp.74-81, January 1993.

Bimrose, J., Brown., Barnes, S.A., & Hughes, D. (2011) *The Role of Career Adaptability in Skills Supply, Evidence Report 35*, Wath-Upon-Deerne: UK Commission for Employment & Skills.

Bourdieu, P. (1986) The forms of capital. In *Handbook of theory and research for the sociology of education*, ed. J. Richardson, pp. 241–58. New York, NY: Greenwood.

Bourdieu, P. (1990). *The logic of practice*. Stanford, CA: Stanford University Press.

Bynner, J. & Parsons, S. (2002) Social Exclusion and the Transition from School to Work: The Case of Young People Not in Education, Employment, or Training (NEET), *Journal of Vocational Behavior*. Vol. 60 Issue No. 2, pp.289. 291.

CBI/Pearson (2017) *Employer Skills Survey*, London: Confederation of British Industry and Pearson, 10th July 2017.

Clough, P. & Strycharczyk, D. (2012) *Developing Mental Toughness: improving performance, wellbeing and positive behaviours in others*, London, Kogan Page.

Cole, T., Daniels, H. & Visser, J. (2012) *The Routledge international companion to emotional and behavioural difficulties*, London: Routledge.

Crawford, C., Duckworth, K., Vignoles, A. & G. Whyness. (2011) *Young people's education and labour market choices aged 16/17 to 18/19*. Research Report DFE-RR182, London: Department for Education.

Croll, P., Attwood, G. & Fuller, C. (2010) *Children's lives, children's futures – a study of children starting secondary school*. London: Continuum.

Croll, P. (2008). Occupational choice, socio-economic status and educational attainment: a study of the occupational choices and destinations of young people in the British Household Panel Survey. *Research Papers in Education*, 23: 243–268.

Cyrulnik, B. (2003). *Los patitos feos. La resiliencia: Una infancia infeliz no determina la vida*. Barcelona: Gedisa.

Duckworth, K. & Schoon, I. (2012) 'Beating the Odds: Exploring the impact of social risk on young people's school-to-work transitions during recession in the UK', *National Institute Economic Review*, 222(1), R33-R51.

Duffy, G. & Elwood, J. (2013) The perspectives of "disengaged" students in the 14-19 phase on motivations and barriers to learning within the contexts of institutions and classrooms, *London Review of Education*, Vol. 11 Issue No. 2, pp. 112-126.

Finlay, I., Sheridan, M., Mc Kay, J., & Nudzor, H. (2010) Young people on the margins: in need of more choices and more chances in twenty-first century Scotland. *British Educational Research Journal*. Vol. 36 Issue No. 5, pp.851-867.

Flouri, E., & Pangouria, C. (2012) *Do primary school children's career aspirations matter? The relationship between family poverty, career aspirations and emotional and behavioural problems: CLS Working Paper 2012/5*, London: Centre for Longitudinal Studies, University of London, September 2012.

Gladwell, M. (2005). *Blink, the power of thinking without thinking*. London: Penguin Books.

Gati, I., & Amir, T. (2010) Applying a systemic procedure to locate career decision-making difficulties. *The Career Development Quarterly*, 58, pp.301–320

Gati, I., Gadassi, R., & Mashiah-Cohen, R. (2012) Career decision-making profiles vs. styles: Convergent and incremental validity. *Journal of Vocational Behavior*, 81, pp.2–16.

Goldman-Mellor, S. et al. (2016) Committed to work but vulnerable: self-perceptions and mental health in NEET 18-year olds from a contemporary British cohort, *Journal of Child Psychology & Psychiatry*. Vol. 57, Issue 2, pp.196-203, February 2016.

Gutman, L.S. and Schoon, I. (2012). Correlates and consequences of uncertainty in career aspirations: gender differences among adolescents in England. *Journal of Vocational Behaviour*, 80, pp. 608-618.

Hartling, L.M. (2005). Fostering resilience throughout our lives: New relational possibilities. In D. Comstock (Ed.), *Diversity and development: Critical contexts that shape our lives and relationships* (pp.337-354). Belmont, CA: Thompson Brooks/Cole.

Hayward, G. & Williams, R. (2011) Joining the big society: am I bothered? *London Review of Education*. Vol. 9 Issue No. 2, pp. 175-189.

Hermans, H. & Hermans-Konopka, A. (2010) *Dialogical Self Theory: Positioning and Counter-Positioning in a Globalizing Society*, Cambridge: Cambridge University Press.

- HMG (2017) Building our Industrial Strategy: Green Paper, London: Her Majesty's Government, January 2017.
- Howard-Jones, P. (2014) *Fresh thinking in learning and development*, Part 1 of 3: Neuroscience and learning. CIPD Research insight Series, London, February 2014.
- Hughes, D., Mann, A., Barnes, S.A., Baldauf, B., & McKeown, R. (2016) *Careers Education: International Literature Review*, London: Education Endowment Foundation, July 2016.
- Hunter, A.J. (2001). A cross-cultural comparison of resilience in adolescents. *Journal of Pediatric Nursing*, 16, 172-179.
- Hunter, D. (2013) *Working Hard & Working Well: A Practical Guidance to Performance Management for Leaders Serving Children, Adults and Families*. Hunter Consulting, LLC.
- Impetus-PEF (2017) *Life after School: Confronting the Crisis*, London: Impetus-Private Equity Foundation.
- Kashefpakdel, E. T. & Percy, C. (2016). Career Education that Works: an Economic Analysis using the British Cohort Study, *Journal of Education and Work*, 30 (3), pp. 217-234.
- Kashefpakdel, E. T., Mann, A., Schleicher, M. (2016) *The impact of career development activities on student attitudes towards school utility: an analysis of data from the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA)*, London: Education and Employers Occasional Paper 8, December 2016.
- Kashefpakdel, E. T., Redhill, J., Hughes, D. (2019) *Career-related learning in primary schools: The role of primary school teachers and schools in preparing children for their future*, London: Education and Employers commissioned by Teach First.
- Kintrea, K., St Clair R. and Houston, M. (2011). *The influence of parents, places and poverty on educational attitudes and aspiration*. Joseph Rowntree Foundation.
- Law, B.(2017) Learning for Living: the point of narrative, in *New School for the Old School: guidance and counselling in education*, British Journal for Guidance and Counselling, International Symposium Special Issue, June 2017.
- Law, B. (1996) A Career Learning Theory, in A.G.Watts, B. Law, J. Killeen, J.M. Kidd and R. Hawthorn (Eds) *Rethinking Careers Education and Guidance: Theory, policy and practice*. London: Routledge. pp 29-45.
- Loader, T. (2011) Careers Education: Evolving, Adapting and Building Resilience through Chaos, *Australian Journal of Career Development*, vol. 20 (1) pp. 46-49.
- Maguire, S. (2008) Paying Young People to Learn--Does It Work? *Research in Post-Compulsory Education*, Vol. 13 Issue No.2, pp 205-215.
- Mann, A., and Huddleston, P. (2015). *What do recruiters think about today's young people? Insights from four focus groups*. London: Education and Employers.

Mann, A., Kashefpakdel, E., Schleicher, A. (2016) Analysis of data from the Programme for International Student Assessment (PISA) undertaken by the OECD, Paris.

Martin-Breen, P., & Anderies, J. M. (2011). Resilience: A literature review. The Rockefeller Foundation, US.

Meijers, F. & Lengelle, R. (2015). Career learning: qualitative career assessment as a learning process in the construction of a narrative identity. In M. McMahon & M. Watson (Eds.), *Career assessment: Qualitative approaches* (pp. 41-49). Boston, MA: Sense Publishers.

Mortimer, J. T. (2010) The Benefits and Risks of Adolescent Employment, *Prevention Researcher*, Vol.17 Issue No.2 pp. 8-11.

Neenan, M. & Dryden, W. (2002) *Life Coaching: A Cognitive Behavioural Approach*, Routledge.

Newman R (2005). APA's resilience initiative. *Professional Psychology: Research and Practice*, 36(2), pp.227–229.

Oxenbridge, S. & Evesson. J. (2012) *Young people entering work: a review of the research*, Ref 18/12, commissioned by Acas.

Percy, C. & Mann, A. (2014) 'School-mediated employer engagement and labour market outcomes for young adults' in Mann, A., Stanley, J. and Archer, L. (eds) *Understanding Employer Engagement in Education: Theories and Evidence* (2014): p. 205.

Percy, C. & Mann, A. (2014) School-mediated employer engagement and labour market outcomes for young adults: Wage premia, NEET outcomes and career confidence. In Mann, A., Stanley, J. and Archer, L. eds. *Understanding Employer Engagement in Education: Theories and Evidence*. London: Routledge pp. 205-220.

Roberts, K. (2012) Education to Work Transitions: How the Old Middle Went Missing and Why the New Middle Remains Elusive. *Sociological Research Online*, 18 (1) 3.

Roberts, K. (1995) *Youth Employment in Modern Britain*, Oxford: Oxford University Press.

Roberts, K. (1984) *School Leavers and their Prospects*, Buckingham: OU Press.

Roberts, K. (1977) The social conditions, consequences and limitations of career guidance, *British Journal of Guidance and Counselling*, 5, p 1-9.

Russell, L. (2013) Researching marginalised young people, *Ethnography & Education*. Vol. 8 Issue 1, pp. 46-60.

Russell, L., Simmons, R., & Thompson, R. (2011) Conceptualising the lives of NEET young people: structuration theory and 'disengagement', *Education, Knowledge & Economy*. Vol. 5 No. 3, pp.89-106.

Russell, L., Simmons, R., & Thompson, R. (2010) Playing the numbers game: Connexions personal advisers working with learners on entry to employment programmes, *Journal of Vocational Education & Training*. Vol. 62, Issue No. 1, pp.1-12.

Sabates, R., Harris, A. L. and Staff, J. (2011) 'Ambition gone awry: the long term socioeconomic consequences of misaligned and uncertain ambitions in adolescence', *Social Science Quarterly*, 92(4), 959-977.

Sadler-Smith, E. (2014) Insight and Intuition. Part 3 of 3: Neuroscience and learning. CIPD Research insight Series, London.

Sampson, J. P., Lenz, J. G., Reardon, R. C., & Peterson, G. W. (1999) A cognitive information processing approach to employment problem solving and decision making. *The Career Development Quarterly*, 48, pp. 3–18.

Seddon, F., Hazenberg, R., & Denny, S. (2013) Effects of an Employment Enhancement Programme on Participant NEETs, *Journal of Youth Studies*, Vol.16 No.4 pp. 503-520.

Schlossberg, N. K. (2011). The challenge of change: The transition model and its applications. *Journal of Employment Counseling*, 48(4), pp.159-162.

Schoon, I. & Polek, E. (2011) 'Teenage career aspirations and adult career attainment: the role of gender, social background and general cognitive ability', *International Journal of Behavioral Development*, 35(3), pp. 210-217.

Simmons, R. (2017) Employability, knowledge and the creative arts: reflections from an ethnographic study of NEET young people on an entry to employment programme. *Research in Post-Compulsory Education*. Vol. 22 No. 1, pp.22-37, March 2017.

Simmons, R. & Thompson, R. (2011) Education and Training for Young People at Risk of Becoming NEET: Findings from an Ethnographic Study of Work-Based Learning Programmes, *Educational Studies*, Vol.37 No.4 pp.447- 450.

Simon, H. (1991) Bounded Rationality and Organizational Learning. *Organization Science* 2 (91) pp. 125-134.

Staff, J., Schulenberg, J. E. & Bachman, J. G. (2010) Adolescent Work Intensity, School Performance, and Academic Engagement In *Sociology of Education*, Vol.83, no.3 pp.183-200, July 2010.

Sweeney, J., Cullen, A., & Foster, S (1996) Comparative Teenage Employment Aspirations in England and the United States

The Audit Commission (2010) *Against the Odds*, Literacy Today, Issue 64, pp.20, September 2010.

Thompson, R. (2011) Reclaiming the disengaged? A Bourdieuan analysis of work-based learning for young people in England. *Critical Studies in Education*, Vol. 52 Issue 1, pp.15-28.

Van der Kalk, B. (2014). The body keeps the score, Brain, mind, and body in the healing of trauma. New York, NY: Viking In Lengelle, R., Luken, T., & Meijers, F. (2016) Is self-reflection dangerous? Preventing rumination in career learning, *Australian Journal of Career Development*, 2016. Vol. 25 (3) 99-109.

Wellington, J. & Cole, P. (2004) Conducting Evaluation and Research with and for 'Disaffected' Students: Practical and Methodological Issues. *British Journal of Special Education* Vol. 31 No. 2, pp.100-104.

Wiley, M. (2014) *A review of the literature on current practice in the development of employability skills*, Bristol: SCNOL, June 2014.

Wilson, T. (2013) *Youth Unemployment: Review of Training for Young People with Low Qualifications, Research Paper 101*, London: Department for Business, Innovation & Skills, February 2013.

YouGov (2017) *Young People's Education and Skills Work Experience Study, A report prepared for London Councils*, July 2017.

Other useful references

Archer, L. (2010). 'We raised it with the Head': the educational practices of minority ethnic, middle-class families. *British Journal of Sociology of Education*, 31 (4): 449–469.

Archer, L., Hollingworth, S. and Mendick, H. (2010). *Urban youth and schooling*. Maidenhead, UK: Open University Press.

Maslow, A.H. (1954). *Motivation and Personality*, New York, Harper and Row.

Roberts, K. and Atherton, G. (2011). Career development among young people in Britain today: poverty of aspiration or poverty of opportunity? *International Journal of Educational Administration and Policy Studies*, 3 (5): 59–67.

Roe, A. (1956). *The Psychology of Occupations*, New York, Wiley.

Roe, A. (1957). 'Early determinants of vocational choice', *Journal of Counseling Psychology*, Vol.4, No.3. pp212-217.

Stanley, J., & Mann, A. (2014). A theoretical framework for employer engagement. *Understanding Employer Engagement in Education—Theories and Evidence*, 36-52.

Strand, S. and Winston, J. (2008). Educational aspirations in inner-city schools. *Educational Studies*, 34 (4): 249–267.

Dr Deirdre Hughes OBE
Director, DMH & Associates Ltd, Exeter
Email: deirdre.hughes3@btinternet.com

March 2019