

WHAT WORKS

ENCOURAGING ASPIRATION,
EMPLOYMENT AND
CAREER PROGRESSION

SEPTEMBER 2018

One in a series of employment and skills reports commissioned by the Greater Lincolnshire LEP
Funded by the European Social Fund and the Education and Skills Funding Agency



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**Education & Skills
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CONTENTS

Acknowledgements	3
Executive summary	4
Career Net 18-24 – summary of the project	4
‘What Works’ – recommendations	5
Barriers – recommendations	6
Careers Education and Aspiration – policy context	7
The Research – plan	11
18-24 Careers and Jobs Survey	13
Qualitative Research – interviews with young people 18-24 years	22
Work Star – starting points and distance travelled	35
‘What Works’ and ‘Barriers’ – the experience of the Career Net project	38
‘What Works’ lessons from the Career Net programme	45
Case Studies	49
Cassandra (Gainsborough)	49
Elliott (Gainsborough)	50
The 4 Plumbers (Lincoln)	50
Robert (Boston)	51
Owen (Louth)	51
Appendix 1: Questionnaire	52
Appendix 2: Survey data sets	58
Appendix 3: Interview schedules	77
Appendix 4: Work Star	81

ENCOURAGING ASPIRATION, EMPLOYMENT AND CAREER PROGRESSION AMONG 18-24 NEET YOUNG ADULTS IN GREATER LINCOLNSHIRE



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The contract has been led by Community Learning in Partnership (CLIP) and delivered by CLIP, Abbey Access Training and TayloriTEX CIC in the Greater Lincolnshire area. The research report has been designed, implemented and written by Janet Farr (CLIP).

Grateful thanks are due to all the Career Net tutors and managers at the three training providers for their commitment to the programme and their support in getting surveys completed and gathering learners for interviews; all the Career Net 18-24 students who have faced multiple challenges on the programme

but still successfully progressed to the next stages in their careers, and thanks to them for completing the survey and agreeing to be interviewed; and to Sarah-Jayne Kidd (CLIP) for carrying out the interviews and sharing her observations.

"Be Outstanding!"

Kayleigh, Career Net student, Lincoln

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SEPTEMBER 2018



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Abbey Access Training Centre



TayloriTEX
Community Interest Company

'WHAT WORKS' - EXECUTIVE SUMMARY

CAREER NET 18-24 - SUMMARY OF THE PROJECT



Career Net 18-24 was funded by the European Social Fund in Greater Lincolnshire to deliver inspirational and aspirational IAG (Information, Advice and Guidance) programmes to NEET (not in employment, education or training) young people aged 18 to 24 years.

In commissioning the project, the Greater Lincolnshire LEP stressed the importance of learners having inspirational contact with employers and that the project took account of the priority industry sectors in the Greater Lincolnshire LEP area. Although Greater Lincolnshire has an obvious urban/rural structure with areas of low population size, its rate of inactive 18-24s is 4.2% (August 2018) which is higher than both the East Midlands region and national rates.

The Greater Lincolnshire LEP also requested that a research report was written as part of the project, exploring barriers facing local NEET young adults and 'what works' to inspire them into sustainable work. The current research has tended to emphasise looking at 'what works' but has not shied away from the challenges faced by this often overlooked group.

Indeed, one of the strongest messages from the project has been the critical importance of focusing on the NEET 18-24 group over the long-term. Clearly, if unemployed young people in this age-group do not find work and move onto sustainable careers then long-term unemployment and disengagement is a likely result.

The research involved five aspects:

- > A short overview of the existing policy position with regard to developing careers education policy and the position of NEET young people 18-24 years
- > A sample survey of 87 young people on the Career Net 18-24 programme – the 18-24 Careers and Jobs Survey – conducted from June to December 2017

- > Ethnographic face-to-face interviews with 20 young people who had engaged with the Career Net programme. The sample included those still on the programme and some who had progressed onwards
- > A short investigation into the use of Work Star (copyright Triangle Consulting) to conduct initial assessment/IAG and distance-travelled – identifying the parameters of 'work-readiness' that are most prevalent and susceptible to change
- > Observations of 'what works' and 'barriers' encountered through the practical delivery of the Career Net programme.

**IT WAS IMPORTANT THAT LEARNERS HAD
INSPIRATIONAL CONTACT WITH EMPLOYERS
AND THAT THE PROJECT TOOK ACCOUNT OF THE
PRIORITY INDUSTRY SECTORS IN THE GREATER
LINCOLNSHIRE LEP AREA**

‘WHAT WORKS’ - KEY RECOMMENDATIONS



- 1** Develop a full **careers education curriculum** that is integrated across programmes for the unemployed incorporating the Gatsby Benchmarks, especially encounters with employers, employees and the workplace.
- 2** Ensure that young learners aged 18-24s on career development programmes have **multiple encounters with inspirational employers**, employees and workplaces.
- 3** Acknowledge that **experience and confidence are mutually-enhancing** and therefore provide a wide range of new experiences for the NEET 18-24 group, emphasising the workplace but also community and simulated teamwork activities, so that they can develop social skills, integration and confidence.
- 4** ‘**Start from the dream**’ – use the positive energy from existing aspiration and make it part of Information, Advice and Guidance (IAG) and careers development; define the steps required to bridge the gap between the ‘now’ and the ‘dream’ while ensuring that a variety of options are made available.
- 5** Seek to make employability programmes like Career Net for 18-24s sustainable, recognising that they can act as a ‘second chance’ and ‘**trigger for change**’ in the lives of NEET young adults.

Additional recommendations

- > Ensure learners aged 18-24 have access to **high quality employability skills** - with tangible, specific skills such as tailored CVs and interview practice, but also more general developmental elements such as training, supportive staff and an environment in which to develop confidence
- > Interview technique workshops have proven to be an essential element – in securing a job and in building confidence
- > **Careers education and guidance must carry on into adulthood** because too many young people feel that they did not receive good careers advice and/or were unclear about their career direction at 18 years old; work with the National Careers Service to ensure that all Greater Lincolnshire learners have access to careers guidance
- > Recognise the value of group-based **aspirational projects** in the development of leadership skills, teamwork and confidence
- > Expand the number of **inspirational employer events** showcasing the variety of jobs and career structures within a single organisation
- > Increase motivation by including **a range of employment-related short qualifications** as part of employability programmes
- > Provide young people with better awareness of **local labour market intelligence** – including the career opportunities available within the Greater Lincolnshire priority sectors
- > Recognising the popularity of **Engineering and Manufacturing** with this age-group, explore access to training provision that would facilitate their access to this sector
- > Enable all young people aged 18-24 **to access some paid work** (43% in our survey sample had no paid work experience at all); also promote the value of unpaid work experience in career development, especially targeting those young people aged 18-24 who have never experienced voluntary work (26% in our sample)
- > Career development and employability programmes benefit from being **group-based** - having to meet new people was mentioned several times as a challenge, a benefit and good preparation for work - **combined with high quality, intensive personalised support**
- > **Agree a definition of ‘aspiration’** in careers and working life and explore how this might be promoted to all young people, taking into account both prior attainment and gender
- > Explore the introduction of **a recognised ‘top-up’ programme** for young people who have made their first progression – to keep alive the concept of career development and sustainable work.

‘WHAT WORKS’ - KEY BARRIERS



1

Lack of experience - note that young people see lack of experience as a key obstacle to good work opportunities. We need to focus not only on providing more and wider experiences but ensuring that these are high-value.

2

Availability of transport and the cost of travel are major barriers – the critical importance of being able to drive and having a car cannot be overlooked if programmes like Career Net are serious about aspiration. A car/youth insurance scheme, linked to getting a job, would be innovative and invaluable to explore further.

3

Gender differences - to acknowledge, explore further and seek to address persistent gender differences and disadvantage as the survey suggested gender role stereotyping, less paid work experience, confidence and lower levels of aspiration among women in the sample.

4

Lack of confidence is a barrier to employment progression - we need to unpick the concept of confidence and address this issue that is holding some young people back. Note that while 73% of the cohort was educated to Level 2 and above, low confidence was reported across the attainment range.

5

Feelings of 'being judged' is one aspect of low confidence which has been identified as an obstacle to applying for jobs and going for interviews; use programmes like Career Net to address self-image, social skills and confidence through new experiences, teamwork and interview practice.

Additional barriers

> **Online gaming obsession or addiction** – keep alert to this activity when it seems to interfere with engagement with education and employment

> **Convictions** - recognise that convictions may be a perceived or actual barrier for a significant minority of learners.

CAREERS EDUCATION AND ASPIRATION - POLICY CONTEXT

CONCERNS ABOUT CONFIDENCE AND WORK PROSPECTS - A NATIONAL PICTURE



The Greater Lincolnshire research took place against current national unease about the state of well-being of young people, the limitations of careers education and guidance in schools and colleges, and pessimism about the employment market for many young adults.

The Prince's Trust Macquarie Youth Index which measures the state of perceived well-being and confidence among young people aged 16-25 years has been published annually since 2009. It is conducted online by YouGov and produces an annual overall index (in which 100 means entirely happy and confident and 0 being not at all happy or confident). It was well-publicised that the Index reached its lowest overall score of 70 in 2017, but it then dropped still further to 69 in 2018. Furthermore, the sub-group with the lowest score in the survey was NEET young people with a score of 59. In this context, it is unsurprising that we found issues around confidence and mental health in the Greater Lincolnshire NEET group.

Furthermore, the Prince's Trust Macquarie Report 2018 found that:

- > 29% of working young people felt they had to take any job available
- > 73% of working young people thought they were capable of a better job
- > 59% of working young people felt they needed further opportunities to develop their skills before being able to apply for a better job
- > 54% of all young people felt that confidence was a barrier to progressing further
- > 28% of working young people felt trapped in jobs they didn't want.

For the Greater Lincolnshire Career Net project (and for wider career development programmes), this should provide a call to action – recognising that:

- > NEET young people are the most disadvantaged in terms of benefiting from the labour market
- > Many young people are not content with their work situation
- > Even those **in work** are not necessarily in inspirational careers and do not feel able to work towards the careers and jobs to which they aspire.

It is true that, for many NEET young people, 'any job' not only provides them with some independent income but also is a major step forward in their development. This is particularly the case when a young person has no previous experience of paid work (as 43% of the Greater Lincolnshire sample did not). However, it is of critical importance that they are given the confidence and awareness to see how this first job might lead to more sustainable, better-paid or higher level work in the future, as well as the actions that they need to pursue to get there. It also recognises that programmes like Career Net are essential for enabling a large proportion of young people to get out of the NEET category, but also how important it is to provide 'top-up' programmes to enable young people in work to enhance their skills and experience, as well as understand the steps to take to progress their careers further.

**THE PRINCE'S
TRUST
MACQUARIE
YOUTH INDEX
MEASURES
THE STATE OF
PERCEIVED
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AND
CONFIDENCE
AMONG YOUNG
PEOPLE AGED
16-25 YEARS**



It is interesting that the Prince's Trust Macquarie Index 2018 also found a significant gender divide, as did the Greater Lincolnshire Career Net research. The Greater Lincolnshire survey research also found that self-confidence was the biggest barrier facing young women.

In a similar vein, a major report by the Demos think tank in September 2017 showed that many young people felt under pressure and saw a 'multitude of barriers' to getting ahead. Many were worried about the impact of Brexit on their lives, prospects and future plans. The biggest seven challenges were reported to be:

- > Lack of affordable housing (50%)
- > Lack of jobs (39%)
- > Low pay (30%)
- > Barriers to getting work experience (22%)

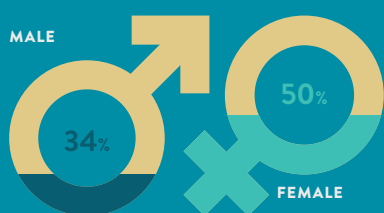
- > Barriers to accessing higher education (22%)
- > Mental health provision (17%)
- > Poor quality careers advice (13%).

Again this was a survey of all young people (aged 18-30) and so it can be assumed that the impact on NEET young people would be significantly greater. Indeed, one of the key recommendations of the report was that "The government should review how the changing labour market may be increasing the vulnerabilities of young adults to exploitation, championing ethical routes into work and positive career pathways for young adults".

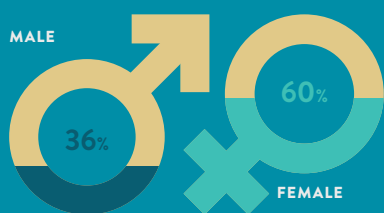
Another was that professionals within the education system should seek to embed the building of resilience – social, emotional and financial – into all levels of the curriculum. Thus, when combined with the Prince's Trust Macquarie Report suggesting reduced levels of confidence and well-being especially among NEET young people, we need to recognise the imperative not only of preparing young people for work, but preparing employers to support young people appropriately in the workplace so that they can perform, achieve and progress effectively: not doing so threatens the integrity of the future workforce.

Sentiments expressed by young women, compared to young men

(From Prince's Trust Macquarie Index 2018, page 11)



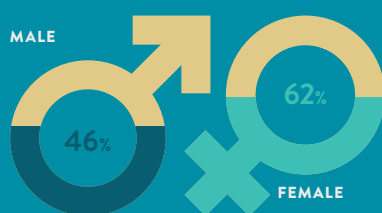
I put too much pressure on myself to achieve success



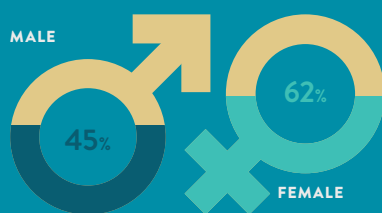
I worry about body image



(Among people who are NEET)
I would find it hard to bounce back emotionally from losing my job



A lack of self-confidence holds me back



I worry about my finances



I worry about 'not being good enough in general'



(Among people who are NEET)
I have lowered my career aspirations as a result of being out of work

NATIONAL CAREERS STRATEGY – RELEVANCE FOR CAREER NET



In December 2017, the Government produced a National Careers Strategy to 'improve social mobility' and 'offer opportunity for everyone'. It rightly recognised that 'students from disadvantaged groups have been shown to be the least likely to receive careers guidance'.

This appears to be good news for NEET young people who have perhaps been overlooked for a number of years and indeed the strategy goes into some depth about the range of interventions and changes that are required, including:

- > Developing integrated careers education programmes in all schools and colleges (delivered by people with the 'right' skills and experience)
- > Inspiring young people about new possibilities and experiences they might not have known about
- > Challenging perceptions and raising aspiration of subject/career choices which are free of gender bias

The emphasis on the need for multiple encounters with employers and the workplace is significant, especially since the Education and Employer Taskforce found that those with 4+ such encounters led to young people being 86% less likely to be unemployed. However, the causal linkage has to be explored further here and already it is recognised in the strategy that these need to be 'meaningful' encounters.

- > Addressing particularly working class and disadvantaged groups
- > Ensuring that the worlds of education and employment are connected – and that all young people have several (at least seven) employer encounters.

In particular, the National Careers Strategy has adopted the Gatsby Benchmarks as a means of providing a framework for developing careers programmes and ensuring that employers and the workplace are at the heart of the curriculum. The programmes can be adapted to the age and type of learners but should all include:

A year earlier (December 2016), the Careers and Enterprise Company published a paper 'What Works in Careers and Enterprise?' which, although focusing on schools, also argued for the adoption of the Gatsby Benchmarks. They also argued for research and the development of an evidence base of 'what works', producing a preliminary table of 'positive impact' activities.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

This is admittedly work in progress but it is useful to consider those activities with 'strong' and 'some' evidence of impact. The small number in the 'strong' column are probably less likely to be encountered by NEET and disadvantaged learners currently; however, the longer list in the 'some evidence' column suggests a range of measures that have already been adopted on Career Net and others that could be included more widely.

STRONG EVIDENCE

High-quality evaluations showing positive impact

- > **Employer mentoring**
- > **Enterprise competitions**
- > **Work related learning provided in cooperation with employers**

SOME EVIDENCE

Lower-quality evaluations showing positive impact

- > **1-2 week work experiences**
- > **Career learning co-delivered by teachers and employers**
- > **Careers talks**
- > **Careers websites**
- > **Curriculum learning co-delivered by teachers and employers**
- > **CV workshops**
- > **Employer delivered employability skills workshops**
- > **Enterprise activities**
- > **Mock interviews**
- > **Workplace visits**

LIMITED EVIDENCE

Insufficient evaluation evidence at present

- > **Careers fairs**
- > **E-mentoring**
- > **Job shadowing**
- > **Part time working**
- > **Teacher CPD delivered by employers**
- > **Volunteering**

(From What Works in Careers and Enterprise? Page 11)

Furthermore, Will Martin in the TES (9 Feb 2017) reported on an input at the Westminster Employment Forum by Claudia Harris, Chief Executive of the Careers and Enterprise Company, who said that every school and college should have a 'careers leader' who would ensure that the meaningful encounters with the world of work took place. The Careers and Enterprise Company have also worked with the Gatsby Foundation to create the free Compass tool through which schools and colleges can assess the quality of their careers education programmes against the Gatsby Benchmarks at any point in time. This kind of benchmarking could be a useful first step for organisations that wish to move forward which integrating high quality careers education more widely into their programmes. A wider range of training providers can also work towards the nationally-recognised Quality in Careers Standard which has now (in 2018) also incorporated the Gatsby Benchmarks into its framework.

How far can we ensure that these developments have impact in Greater Lincolnshire? It is important that employability providers work together to share practice and to ensure that learners can access the best training, information and guidance for their needs.

For NEET young people, we need to:

- > Ensure that we address confidence issues; broaden experience in terms of social contacts with a variety of people as well as employment opportunities
- > Continue to apply findings from the Employment and Skills Board's Work Readiness Report 2011 https://www.greaterlincolnshirelep.co.uk/assets/documents/ready_for_work_report_2011.pdf that importantly sought to break down the meaning of "Work Ethic" that is so important to employers when recruiting a young person: "they expect employees to be accountable for their time (dependable and punctual) and have the right attitude to work (conscientious, motivated, positive and honest). Taking pride in the work that is done, regardless of the level of task, is important to an employer and it is expected that an employee will behave in a business-like, professional manner and be customer orientated". Also noted in the report was the importance of tailoring CVs and good communication skills especially listening and interpersonal skills
- > Seek to address inequalities such as gender differences in opportunities or stereotypes in terms of career expectations
- > Explore career development 'top-up' programmes for young people early in their careers so they don't feel "stuck" in entry-level work when they feel capable of more
- > Seek to develop programmes for the unemployed for young adults that incorporate and develop the Gatsby Benchmarks while gathering an evidence base for what works best in terms of employer encounters
- > Ensure that all young people in Greater Lincolnshire have access to National Careers Service (NCS) careers guidance, if they need it, including those in the more remote rural, coastal or disadvantaged areas.

"EVERY SCHOOL AND COLLEGE SHOULD HAVE A 'CAREERS LEADER' WHO WOULD ENSURE THAT THE MEANINGFUL ENCOUNTERS WITH THE WORLD OF WORK TOOK PLACE"

Claudia Harris, Chief Executive of the Careers and Enterprise Company



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Lincolnshire and Rutland Employment and Skills Board-Work-readiness – Employability-June 2011

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The Careers and Enterprise Company-What Works in Careers and Enterprise?-Dec 2016

The Prince's Trust-The Prince's Trust Macquarie Youth Index 2018-24 Jan 2018

THE RESEARCH - PLAN

BRIEF



The requirement was to conduct a research project into barriers to employment for the 18-24 age-group and to identify activities that are effective in raising aspiration and securing sustainable employment for the target group.

Following early input by Greater Lincolnshire LEP, there was to be a particular focus on exploring 'what works' and why some young adults beyond school-age have not previously identified a career path.

The focus of the research was the over 200 young people who were recruited to Career Net up to July 2018; for the qualitative interviews, this included some Career Net learners who had progressed.

METHODOLOGY AND SAMPLING



The research was conducted in-house which had a particular advantage in enabling the ongoing involvement of the participants in shaping the emerging issues and research questions.

The research was designed and coordinated by Janet Farr, a Director of CLIP with previous qualifications and practical/teaching experience in advanced research methods in education and social sciences. The two key approaches adopted were (i) a survey aimed at all learners up to the point of survey delivery (we achieved approximately a 50% response rate) and (ii) ethnographic (semi-structured) interviews with 20 learners. We used a stratified quota sample in both cases – ensuring that we achieved geographical coverage and gender balance were the primary aims.

The interviews were carried out by a CLIP Course Tutor on a separate youth project who had previous experience in conducting ethnographic interviews. Feedback from the first eight interviews led to an updated interview schedule for the remaining interviews – to focus more on 'what works', aspiration and future goals. The three partner training providers were responsible for ensuring that as many young people as possible completed the survey under conducive conditions. Partners also identified learners, past and present, to be interviewed for the qualitative research.

**WE USED
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QUOTA SAMPLE
IN BOTH CASES
– ENSURING
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AIMS**



RESEARCH FOCUS



It was our intention to focus on LOCAL barriers and challenges for young adults who are NEET, and to locate these findings within a national context as well as the wider Greater Lincolnshire employment sectors.

Topics for the survey included:

- > Occurrences and depth of careers advice/education
- > School/elsewhere – support with careers and employability skills
- > Whether they consider they have career goals – do they have a concept of 'career'?
- > Awareness of key Greater Lincolnshire employment sectors
- > The type of help that would be the most useful to help them get a good or better job
- > Where they would like to be in five years' time.

Topics for the ethnographic interviews included:

- > Exploring what barriers they have to getting and keeping a good job (and perceived barriers)
- > Exploring their perception of work, why they would want to work, why they would prefer NOT to work (if this applies)
- > Exploring their perception of 'career' (do they/can they distinguish between survival jobs and career jobs?)
- > Do they have a concept of where they would like to be in 5 years/10 years?

- > What experience and understanding do they have of what employers are looking for?
- > In terms of developing skills, knowledge, confidence or careers understanding, what approach would work best for them?

DATES OF DELIVERY



The sample survey was undertaken between June and December 2017. No changes were made to the questionnaire across the survey period.

The qualitative interviews followed the survey (and were informed by them); they were all conducted in March 2018.

DISSEMINATION



The plan is to disseminate the outcomes of the research via:

- > This research report
- > An executive summary containing recommendations identified from the outcomes of 'what works' and 'barriers' – published as an A4 leaflet

- > Relevant meetings via informal discussion and PowerPoint presentation.

18-24 CAREERS AND JOBS SURVEY

CONDUCTED JUNE-DECEMBER 2017

INTRODUCTION TO THE PURPOSE OF THE SURVEY



A survey was undertaken using a premium version of SurveyMonkey to explore attitudes to work, employability needs and perceived obstacles to further progression.

In particular, it provided some baseline data describing the Career Net group and notably its heterogeneity. In addition, we were able to make some initial observations about attitudes to employment and “what works”, as well as

barriers and career development needs. This data informed the qualitative interviews which followed by contributing to the interview schedule and themes for exploration.

SUMMARY OF THE SAMPLE



The sample (N=87) approximately matched the whole cohort to July 2018 (258 beneficiaries) in terms of age, gender, location and prior attainment.

THE SAMPLE CAN BE SUMMARISED AS FOLLOWS:

AGE-GROUP (N=87)	18-20	21-24
Proportion	64%	36%

GENDER (N=87)	Male	Female
Proportion	64%	36%

LOCATION (N=87)	Lincoln	Boston	South Holland	West Lindsey	North Lincs	East Lindsey	North Kesteven
Proportion	24%	14%	5%	33%	6%	17%	1%

For more information about recruitment to the programme, please see Page 39.

PRIOR ATTAINMENT (N=87)	No quals/ L1	L2/L3	L4+
All	42%	52%	6%
Male	41%	53%	7%
Female	46%	50%	4%

Nearly two-thirds of the sample were aged 18-20 and a third 21-24 years, and nearly two-thirds were male with a third female. Given some of the gender differences found in the later analysis, it should be noted that there were virtually no gender differences in prior attainment.

However, there were only five in total in the Level 4+ group which makes interpretation from this sample riskier. Respondents are involved in Career Net from across the patch with the exception of North-East Lincolnshire where there was strong alternative provision available.

There was considerable variety in the ways that learners described their current situation – whether they were looking for work and the kinds of work (e.g. survival jobs or career jobs) or whether they were planning to progress to further learning or hoping for an apprenticeship.

However, the most frequent answer was that they were looking for 'any job' so that they could earn money – but even so, this was in only 26% of the cases (full data in Appendix 2).

IDENTIFIED NEEDS AND PERCEIVED NEEDS



Given that the target group was young adults of mainly post-school-leaving age, covering a band of seven years from 18-24, a key question concerned their prior experience of paid and unpaid work. Employers frequently report a lack of work-readiness and young learners are also aware of the challenge of finding content for their CVs.

Although many learners had experienced a mix of part-time and full-time work, 43% of learners reported having had no paid work experience at all – and this was remarkably consistent across all prior attainment levels. As would be expected, it was more unequally

distributed by age-group with 52% of 18-20s having had no paid work experience against 26% of 21-24s. Nonetheless, while employers might expect younger learners to have such limited experience, it is more difficult to justify over a quarter of 21-24s lacking any work background

at all. Clearly, for these learners, it is of paramount importance to ensure that they progress to some kind of paid employment, even if part-time while they undertake further study, so that they experience the discipline and culture of the workplace.



HAVE YOU UNDERTAKEN ANY PAID WORK IN THE PAST?

	All	L1 and below	L2/L3	L4+
Yes, part-time while at school	13%	3%	20%	0%
Yes, full-time in the school holidays	3%	3%	5%	0%
Yes, part-time since I left school	29%	31%	27%	40%
Yes, full-time since I left school	30%	31%	30%	20%
No	43%	43%	41%	40%



HAVE YOU UNDERTAKEN ANY PAID WORK IN THE PAST?

	All	18-20	21-24
Yes, part-time while at school	13%	16%	6%
Yes, full-time in the school holidays	3%	4%	3%
Yes, part-time since I left school	29%	27%	32%
Yes, full-time since I left school	30%	21%	45%
No	43%	52%	26%

The picture is similar but not as stark in relation to unpaid work which includes voluntary work or unpaid work experience. Overall, 20% had no experience at all but, in this case, there was a difference in terms of prior attainment. 29% of those with

qualifications at Level 1 or below had no experience of unpaid work, while only 9% of those at Level 2/Level 3 were in this category. Again unpaid work can provide work tasters, experience of employment etiquette, social skills, material for a CV and confidence in

a supportive environment and is widely recognised as contributing to obtaining employment. It is thus a concern if those of lower attainment are benefiting less and this needs addressing through career development programmes.



HAVE YOU UNDERTAKEN ANY UNPAID WORK IN THE PAST?

	All	L1 and below	L2/L3	L4+
Yes, while at school	41%	34%	47%	40%
Yes, at college, training provider or university	31%	29%	40%	0%
Yes, voluntary work that I organised myself	38%	20%	53%	60%
No	20%	29%	9%	20%

Also of note in the table above, is the increase in self-organised voluntary work/work experience as attainment level increases. The table below also

shows an increase with age, suggesting that some young people continue to recognise its benefit beyond school/college age.



HAVE YOU UNDERTAKEN ANY UNPAID WORK IN THE PAST?

	All	18-20	21-24
Yes, while at school	41%	41%	40%
Yes, at college, training provider or university	31%	43%	10%
Yes, voluntary work that I organised myself	38%	34%	47%
No	20%	14%	30%

Further analysis suggested gender differences in the experience of paid and unpaid work experience with females less likely to have experienced paid work and males less likely to have engaged in unpaid work. Whether this suggests that young women are disadvantaged in the labour market compared to their male

counterparts may depend on the nature of the paid work and the reasons for the voluntary work; however, the difference does demand some further exploration. Nonetheless, overall, it must be noted that most learners have had some work experience (either paid or unpaid) prior to Career Net.

FURTHER ANALYSIS SUGGESTED GENDER DIFFERENCES IN THE EXPERIENCE OF PAID AND UNPAID WORK EXPERIENCE WITH FEMALES LESS LIKELY TO HAVE EXPERIENCED PAID WORK AND MALES LESS LIKELY TO HAVE ENGAGED IN UNPAID WORK.

RESPONDENTS WITH NO PAID OR UNPAID WORK EXPERIENCE

	All	Male	Female
No PAID work in the past	43%	37%	58%
No UNPAID work in the past	20%	23%	13%

Learners were asked whether they considered that they had received good careers advice prior to attending the Career Net programme and responses again suggested a mixed picture. Overall, 48% considered that they had but this varied significantly according to prior attainment (lower attainment considering that it had been better) and gender (females considering it better). Again there are a number of possible explanations:

- > Were those with lower attainment less demanding of the quality of careers advice?
- > Was the careers advice better for more basic careers compared to those that might be higher level or more complex?
- > Are males more critical than females about the careers advice received, or did the young women engage more with what was offered?

It is interesting that the proportion responding 'not sure' is consistent across attainment and gender.



DID YOU RECEIVE GOOD QUALITY CAREERS ADVICE AT SCHOOL OR COLLEGE?

	All	L1 and below	L2/L3	L4+
Yes	48%	57%	37%	40%
No	30%	23%	35%	60%
Not Sure	22%	20%	28%	0%



DID YOU RECEIVE GOOD QUALITY CAREERS ADVICE AT SCHOOL OR COLLEGE?

	All	Male	Female
Yes	48%	41%	63%
No	30%	36%	17%
Not Sure	22%	23%	21%

In a comparable question, we asked learners whether they had a clear idea of what they wanted to do in their working life when they were aged 18 and answers were similar to those above. Those with attainment at Level 1 or below had a slightly higher certainty (46%) than those at Level 2/Level 3 (39%) suggesting again that those with higher qualifications saw their future careers as more complex or flexible. However, 60% of those with Level 4+ attainment had a clear career goal at 18 – this needs further research as our sample size for Level 4+ was so small but it could indicate that these

learners have had to make a defined career choice by opting for a specific degree course. We found no gender differences in responses to this question.

These responses suggest some improvements that could be made to the careers education curriculum without their being directly identified as such by the learners. So we then went on to ask learners about **their perceived immediate needs** on the Career Net programme. Respondents were offered 15 alternatives (and the opportunity to add their own comments) and they could

select as many options as they wished. Top of the list (and included in the top two for all prior attainment levels) was "Help with building your confidence" (selected by 46% of respondents). Other strong responses were interview skills and cover/spec letters which are common but crucial employability skills (see Appendix 2 for full response tables). While CVs, application letters and interview skills would always be included in the employability element of a careers education programme, the task of supporting improved confidence is both more challenging and needs defining.

ALL RESPONDENTS

Support required

1st	Help with building your confidence	46%
2nd	Help with interview skills	42%
3rd	Help with cover letters or spec letters	39%

What support do you need NOW to get you the job or course you would like next?

To keep the questioning tangible, we also asked learners to identify the **one thing** about the Career Net programme that had been most useful so far. This was an open question but text analysis was undertaken to produce categories of response.

Full responses are available in Appendix 2 but a summary of the top five categories is listed below – each received over five responses. Again it can be seen that learners identified highly specific elements (e.g. CVs) as well as broader categories (e.g. supportive staff or confidence).

ANSWER CATEGORY (5 RESPONSES)

Frequency of answer category

CVs	17
Qualifications/training	15
Supportive staff/one-to-one support/tailored/"they try harder"	11
Confidence	9
Interview skills	8

What type of help is MOST important in terms of the support you need now?

**THOSE WITH
ATTAINMENT
AT LEVEL 1 OR
BELOW HAD
A SLIGHTLY
HIGHER
CERTAINTY
(46%) THAN
THOSE AT
LEVEL 2/
LEVEL 3 (39%)**



OBSTACLES



A key question on the survey concerned perceived obstacles to sustainable employment. Eight options and a comments box were provided. Overall, there were three key obstacles cited by this sample of young people:

- > Not enough experience
- > Availability of transport or travel costs
- > Confidence.

Clearly, two of these can be directly addressed through a career development programme; the issue of transport can be discussed and awareness of possibilities raised but this may need tackling, if it can be, at a structural level. The careers education curriculum needs to focus on increasing 'experience' in

a broad and imaginative way – defining the important features of what it means in an employment and development context as well as multi-faceted ways of securing it. While work and work experience are the obvious ways of increasing experience, they are not usually 'quick fixes' so a broader range of encounters and means of developing relevant skills need to be included. It is also necessary to ensure that, as careers educators, we extract 'high-value' benefit from the experiences on offer rather than assuming the experience per se provides an increase in employability.

The three key obstacles did not vary too much by prior attainment level but there was a strong gender difference. 68% of the young women cited 'confidence' as a barrier and this was the top scoring obstacle for them; meanwhile, it didn't appear in the top four barriers for males. The other top-scoring barriers were much the same for males and females. We need to explore whether females are just more ready to admit to confidence as a problem or whether it is significantly more of a barrier for them.

ALL RESPONDENTS Obstacle

1st	Not enough experience	46%
2nd	Availability of transport or travel costs	42%
3rd	Confidence	37%
4th	Need better qualifications	29%
5th	Not enough good jobs where I live	28%

All responses with over 25% scoring



MALE

Obstacle

1st	Not enough experience	53%
2nd	Availability of transport or travel costs	45%
3rd	Not enough good jobs where I live	36%
4th	Need better qualifications	30%

All responses with over 25% scoring



FEMALE

Obstacle

1st	Confidence	68%
2nd	Availability of transport or travel costs	32%
3rd	Not enough experience	32%
4th	Need better qualifications	27%

All responses with over 25% scoring

Finally, two respondents cited having a conviction as a barrier in the additional comments section and this could possibly have been higher if it had been a listed category.

This should thus be flagged as a possible obstacle that needs addressing more widely in employability programmes.

LOCAL PRIORITIES



We took the opportunity to explore the level of interest in local sector priorities as defined by the GLLEP Strategic Economic Plan 2014 (updated 2016). Although our target group is small compared to the whole economically active population of Greater Lincolnshire, and the sample even narrower, focusing on the sectoral priorities is an important element of understanding local labour market intelligence and it seemed useful to gauge the level of engagement with these employment fields.

62% of respondents reported an interest in one or more of the six key sectors but interestingly proportionately more of the Level 1/below group (74% against 52% for Level 2/Level 3). There could be some issues about perception of several of these categories as "low skilled" work or even some misunderstanding of what

careers are encompassed by the sector category (e.g. one tutor has suggested that some learners may think that Engineering and Manufacturing includes Construction – however, we have no actual evidence yet that this is the case). The most popular categories were Engineering and Manufacturing,

Visitor Economy and Health and Care. There are some notable differences based on attainment level: a higher interest in Health and Care by those at Level 1/Below Level 1 against a higher interest in Low Carbon Economy and Ports and Logistics among those at Level 2/Level 3.

INTEREST IN THE SECTOR	All	L1 and below	L2/L3	L4+
Visitor Economy	37%	31%	39%	67%
Health and Care	33%	42%	26%	33%
Low Carbon Economy	15%	8%	22%	33%
Engineering and Manufacturing	43%	46%	39%	33%
Ports and Logistics	15%	8%	22%	33%
Agrifood	7%	8%	4%	33%

Finally, the survey suggested a strong and stereotypical gender bias in sectoral preferences with 64% of females showing an interest in Health and Care

(against 26% males) and 51% of males having an interest in Engineering and Manufacturing (against 10% of females).

INTEREST IN THE SECTOR	All	Male	Female
Visitor Economy	37%	35%	45%
Health and Care	33%	26%	64%
Low Carbon Economy	15%	16%	10%
Engineering and Manufacturing	43%	51%	10%
Ports and Logistics	15%	16%	10%
Agrifood	7%	7%	10%

ASPIRATION



The survey ended with an open question asking learners to look forward five years to where they wanted to be. The question was intended to see how far young people could or were willing to look forward, and the degree to which they were hopeful and aspirational about the future.

The question stated: "In terms of work or career, what would you like to be doing in five years' time, if everything went well for you?" Respondents were willing to attempt the question even though it took more effort to reply using free text rather than a tick-box (93% responded) and a very wide variety of answers were given. Some referred to a specific vocational area; some referred to

family or well-being; some suggested promotion or starting a business; others admitted to not knowing. An attempt was made to categorise the responses as aspirational or not. The categorisation was undertaken blind, without knowledge of prior attainment or gender.

An answer was deemed aspirational if:

1. It referred to a professional job or
2. It referred to promotion or running their own business or
3. It expressed "good times" or prosperity for self or family.

ON THE BASIS OF THE WORKING DEFINITION ABOVE, WE FOUND THAT 53% OF THE SAMPLE WERE ASPIRATIONAL FOR THE FUTURE AND THAT THIS, PERHAPS NOT SURPRISINGLY, INCREASED WITH LEVEL OF PRIOR ATTAINMENT



We also found a significant gender difference with young women in our sample expressing less aspiration (despite there being only a minimal difference in prior attainment between males and females). Much further discussion is clearly required about

definitions of 'aspirational' if we are to develop aspirational young people and programmes, and we also need to examine carefully whether there are in fact gender differences in aspiration levels - either the desire to do well/better, or the tendency to express

such a need. If so, careers education programmes need to address this difference and look at ways of ensuring that all young people are encouraged to achieve their potential.

ASPIRATIONAL ANSWER = YES

All	53%
L1 or below	27%
L2/L3	70%
L4+	100%

ASPIRATIONAL ANSWER = YES

All	53%
Male	60%
Female	35%

ISSUES ARISING FROM THE SURVEY



- > To realise the importance of enabling young people aged 18-24 to access some paid work – in our sample, 43% had no paid work experience at all
- > To promote the value of unpaid work experience in career development, especially targeting those young people aged 18-24 who have never experienced voluntary work (26% in our sample)
- > To argue that careers guidance and education should carry on into adulthood because too many young people feel that they did not receive good careers advice and/or were unclear about their career direction at 18 years old
- > To take seriously the issue of confidence as a need and a barrier to employment progression. We also need to unpick the concept of confidence – are there specific meanings that apply particularly to young people or is it a general feeling about oneself that is holding some young people back?
- > Most respondents undertook the survey at an early or mid-point in their programme. We need to note that they identified both tangible, specific needs such as CVs and interview skills, but also more general developmental needs such as training, supportive staff and an environment in which to develop their confidence
- > To note that young people see lack of experience as a key obstacle to good work opportunities. We need to focus not only on providing more and wider experiences but ensuring that these are “high-value” in terms of the benefits that are gained and extracted from opportunities that are offered.
- > To recognise that convictions may be a perceived or actual barrier for a significant minority of learners
- > To acknowledge, explore further and seek to address persistent gender differences and disadvantage as the survey suggested gender role stereotyping, less paid work experience, confidence as a bigger issue and lower levels of aspiration among women in the Sample
- > To consider actions around the popularity of Engineering and Manufacturing as a career sector – what kind of jobs and careers might be available in the future and how can young people develop into these roles?
- > To ensure that young people are aware of the career development and professional opportunities available within the Greater Lincolnshire priority sectors
- > To confirm our understanding of aspiration as a concept and a way of approaching working life and to explore how this might be promoted to all young people, taking into account both prior attainment and gender
- > To acknowledge that this group of young people feel that transport availability/travel costs are a barrier to good quality employment.

TO REALISE THE IMPORTANCE OF ENABLING YOUNG PEOPLE AGED 18-24 TO ACCESS SOME PAID WORK – IN OUR SAMPLE, 43% HAD NO PAID WORK EXPERIENCE AT ALL.



QUALITATIVE RESEARCH – INTERVIEWS WITH YOUNG PEOPLE 18-24 YEARS

CONDUCTED MARCH 2018

RESEARCH METHODOLOGY



Qualitative research allows the researcher to explore concepts, perceptions and cultural influences in much more depth than is possible with a sample survey. Nonetheless, the survey did produce some key observations which we needed to look at in more detail.

We interviewed both those still on the Career Net programme as well as those who had progressed. In all, 20 ethnographic interviews were conducted with Career Net students in Lincoln, Boston, Gainsborough, Market Rasen, Louth and Mablethorpe in March 2018. Each interview lasted for about 30 minutes and they were conducted by one of CLIP's tutors who was on maternity leave. As such, she had no direct involvement with the programme but was empathetic with young people and had previous experience of ethnographic research.

An interview schedule was drafted by the lead researcher based partly on the outcomes of the survey and, more generally, on the purpose of the research to identify 'What works' and 'Obstacles' to positive progression. The schedule identified possible themes and questions to be explored but with the freedom to adapt the language and use follow up probing, when useful or interesting to do so. The researcher/interviewer took and wrote up field notes during and immediately after the interviews, and forwarded them on to the lead researcher.

As a result of early outcomes, the interview schedule was updated after the eighth interview. (See Appendix 3 for interview schedules). Most of the interviewees were ready and willing to talk and to offer useful and often perceptive insights into work, careers and aspiration. The majority provided strong positive feedback concerning the Career Net programme and a few were quite inspirational! Using analysis of the conversations in the field notes, a numbers of themes and recommendations have been drawn out that throw light on how young unemployed people view work and career, their preparation for working life, aspiration, and what helps and what doesn't.

PERCEPTIONS OF WORK AND 'CAREER'



We were interested in young people's perception of work and how far they see it only as a means of survival or whether also as the first step towards developing a career.

There was an anecdotal report from one tutor at the start of the project that Career Net students did not relate to the concept of career for themselves - that it was for 'other people' ('clever' people?). However, although this is undoubtedly true for some:

"I don't know what career means, perhaps a job that you enjoy"

CN student, Lincoln

"I think young people don't know what a career is and that is probably because they don't know what they really want to do"

CN student, Market Rasen

The interviews suggested that some young people could provide very good definitions of the concept of 'career' – for example:

"A career is something that you want to do and enjoy for the rest of your life"

CN student, Gainsborough

"A career is not just working in a corner shop (unless that is what you want, but I don't), it is about going up in the world and progressing onto different roles"

CN student, Gainsborough

"A career is your ambition, doing something that you love which you can turn into a job to make money"

CN student, Mablethorpe

"Career means a long-term job, something that you want to do for the rest of your life. A career should be something that you want to do rather than a job that you have to do"

CN student, Louth

"A career is something that you want to do long-term rather than just have any job. It is a job that you can progress into"

CN student, Boston

"A career is something that you have to enjoy, something that can make you grow and better yourself... It is a big life choice"

CN student, Lincoln

However, despite a sound understanding of what 'career' means, it became less clear about how 'career' was being explored and developed by the students and their tutors on their programme – whether for the immediate or medium-term future. While learners talked often inspiringly about the benefits of Career Net, none of the interviewees mentioned terms like 'career options', 'different careers', 'careers guidance' in their testimony.

For most learners, the focus seems to have been on 'jobs'. The proportion of progressions to work has been much higher than expected (103/165 – 61% of all progressions by July 2018) which suggests that 'a job' is a high priority for NEET young people in this age-group. The experience of tutors has been that 'progression to work' is the target that most participants are striving for – whether this is 'any job' for survival or a job in a sector that interests them, or possibly one that might lead to a career.

From the interviews, young people feel extremely under pressure to get a job with a general narrative about "having to get a job". It is apparent that some feel that they have to get a job immediately after leaving education. There was also some evidence indicating the impact that parents/family still have, particularly in "putting the pressure on" to get a job:

"People think they know what they want to do but really I think it is because they are under pressure. This could be from school, family and general society" CN student, Market Rasen

"You can't just walk into a shop anymore and ask for a job ... people don't understand; my Dad just used to call me a slob. He didn't understand and I was under pressure" CN student, Lincoln

"I was under pressure from my mum and sister" CN student, Market Rasen

Parental attitudes are also important when the learner is successful in gaining employment:

"The new routine was a bit difficult to get into, but once I had got into it, it was fine ... My mum is proud of me too"

CN student, Mablethorpe

"YOUNG PEOPLE ARE UNDER PRESSURE FROM FAMILY AND SCHOOLS. SCHOOLS EXPECT YOU TO KNOW WHAT YOU WANT TO DO BY THE AGE OF 16, WHICH IS RIDICULOUS"

CN student, Gainsborough



CAREERS EDUCATION IN SCHOOL AND BEYOND



The interviews provided evidence supporting the ongoing debate that school does not prepare students for the world of work. Many participants highlighted the fact that they did not feel after leaving school that they were 'ready for work'.

Several participants discussed how they were ill equipped to apply for jobs. They had little knowledge of how to write a cover letter, how to complete a job application and they did not have a CV. Learners stated the main benefits of the Career Net programme were (often suggesting that they had not covered these before):

- > Learning how to perform in an interview
- > How to complete a job application
- > How to write a cover letter
- > Job searching skills.

"From what I have learnt now, I think we should be taught at school how to write a cover letter. More advice about getting a job should be given at school age" CN student, Louth

"I couldn't write a CV on my own before. Making the CV was good enough to get me a job" CN student, Gainsborough

"When I left school I was not confident at looking for jobs – I was not taught this in school. We are just thrown into life after school with no idea" CN student, Louth

"The schools/colleges need to step up; they need to show that there are other options out there, not just give everyone one option" CN student, Mablethorpe

"I stayed on at sixth form to do my A Levels. The only route of progression that was offered was University. No other options were given to us. I didn't know what to do" CN student, Market Rasen

A view was expressed that a one week block of work experience at school was rather meaningless, that it didn't allow time to develop skills and the supervisor didn't have time to get to know you well enough to provide a reference:

"I think one day a week during sixth form for the whole year would be better. It would allow people to get focused and have experience of many different environments" CN student, Gainsborough

In summary, young people did not feel adequately prepared for a career when they left school, nor were they equipped with the correct tools to enable progression into jobs. For many, this was why Career Net 'worked'.

EMPLOYMENT SECTORS, CONTACT WITH EMPLOYERS AND UNDERSTANDING 'WHAT EMPLOYERS ARE LOOKING FOR'



Throughout the interviews, learners could articulate a strong understanding of 'what employers are looking for' and focused on qualities and generic skills rather than professional skills or qualifications. Their accounts even seemed to reflect closely the typical outcomes from employer surveys - suggesting that potential employees, in principle, understand employers' requirements well!

"Employers want hard-working people, flexible, willing to work, show initiative and be motivated" CN student, Lincoln

"Employers want you to be motivated, enthusiastic, you have to smile and be kind to customers, be well-presented, well-mannered and good at teamwork" CN student, Boston

"Employers look at how you present yourself; they want good confidence; you need to look the part, be organised and be punctual" CN student, Boston

"Employers want good communication, customer service skills, good time-keeping and good appearance" CN student, Lincoln

"Employers want confident people; they have to be able to work around obstacles; have good teamwork; and be able to get along with other staff and show commitment" CN student, Louth

"Honesty ... hard-working and respectful" CN student, Mablethorpe

"The main things that they (employers) want are people to be reliable, good time-keeping, good attitude, to tell the truth" CN student, Gainsborough

"It depends on the job – neat tidy, talkative if you are on a reception and hard-working and being driven if you are labouring" CN student, Gainsborough

**"EMPLOYERS ARE LOOKING
FOR PEOPLE WHO CAN GET THE
JOB DONE. BE OUTSTANDING!
SOMEONE TO BE PROUD TO WORK
FOR THE COMPANY"**

CN student, Lincoln



However, respondents seemed to have a poorer understanding or no knowledge at all of the local labour market or top sectors for work in their towns, and the range of jobs within them. Where there was some knowledge, they normally referred to basic level roles in fields that tended to reflect a stereotype for their towns. Several held the view that there were no local opportunities.

"Young people aren't working because there isn't much work around" CN student, Gainsborough

"There are not a lot of jobs available in Gainsborough"
CN student, Gainsborough

"There's not much going on, Lincolnshire is very rural. Labouring/farming are the main things you can do" CN student, Louth

"If you want to be a carer then that is ok or else in Mablethorpe it is all just seasonal work" CN student, Mablethorpe

"There are not many jobs in Gainsborough that young people can do. You need qualifications to do the better jobs. So the jobs that are left are care jobs. It is a growing place but it is old-fashioned"
CN student, Gainsborough

"There is nothing in Louth, people would have to relocate"
CN student, Louth

"My family moved to Mablethorpe because they thought it would be a nice place to live ... There were jobs available for about a month but then that was it because it was the end of the season. My family are moving to Selby soon; this is because there are more job opportunities there. I have already applied for lots of things in Selby"
CN student, Mablethorpe

Although there were exceptions, learners were also unable to report much employer contact while on Career Net or, where they could, they seemed to have remembered little about it. Thus, there were few positive role models to counter the view that there were no good jobs available locally.

"We went to the Jobs Fair; people from Morrison's were there. The Coop was there I did meet the Pre-School Learning Alliance"
CN student, Boston

"The army came in to speak to us, and one other employer but I can't remember who" CN student, Lincoln

"I went to the Jobs Fair; I thought it would be better" CN student, Boston

"I did go to the Jobs Fair and that gave me some ideas; it showed people options and it made people think about what they wanted to do with their life" CN student, Boston

"I am working with the Prince's Trust at the moment and they are teaching me how to run my own business" CN student, Lincoln

"I really liked the visits to the places of work. I wouldn't work in Macdonald's though" CN student, Gainsborough

BARRIERS AND OBSTACLES



Learners were asked about barriers they faced in finding employment and the responses tended to mirror those identified in the survey. However, the interviews allowed us to explore these in a little more depth. In summary, the key barriers were:

- > Availability and cost of travel
- > Mental health and confidence
- > Fear of being judged by others
- > Lack of experience
- > Negative views of young people.

AVAILABILITY AND COST OF TRAVEL



As might be expected from a Greater Lincolnshire cohort, a huge barrier to finding good employment was perceived to be the availability of travel and its cost – and this prohibited travelling to other towns for apprenticeships or better opportunities.

A significant number of candidates identified travel to be the prominent barrier that is preventing them from gaining employment. The desire to learn to drive and own a car was consistent throughout the interviews. Only one

out of the 20 participants held a licence, owned a car and had car insurance. Those participants who had plans for the future all considered learning to drive to be an essential component to being able to progress with their

futures. These views did not differ across the participants who came from a range of areas across the county. This suggests that limited public transport is a barrier that exists across the Greater Lincolnshire area.

"Living in a rural area, travel was a challenge. To get a job in town (Lincoln) it would mean getting on a bus, then if I got one further afield then it would mean getting the train. All of this would cost too much, and from not having a job in the first place, where would I get the money from to begin with?" CN student, Market Rasen

"I can't get some jobs though because I haven't got a driving licence. If I did, it would open more doors. Travel has been the biggest hurdle. I couldn't apply for a job in Lincoln; I'd have to wake up extra early, get to work extra early and it would not be worth the cost of travelling all the way there" CN student, Gainsborough

"It is hard in Mablethorpe because you can't really travel. You need hours that suit the buses so you can travel to work. I had a job that started at 8.30 but the bus got me in at 8.40. The employers couldn't understand" CN student, Mablethorpe

"I can drive now, but if I didn't have this job then I wouldn't be able to afford a car. So by having a car and being able to afford insurance, then I can look for other jobs in different areas" CN student, Market Rasen

"Once I can drive, I would be able to apply for a wider variety of jobs because I would be able to get there" CN student, Boston

"Travel is needed, buses are not reliable. I can't afford driving lessons without a job though" CN student, Louth

MENTAL HEALTH AND CONFIDENCE



A significant number disclosed low confidence, mental health or health problems as potential obstacles to good employment.

"Employers are looking for confident people, I tell them I have anxiety and I am afraid it has put them off. I have got to mention it though, so I get the help" CN student, Boston

"I was looking to work with people. I still feel like I have to work on my confidence, I won't do something unless I know I can do it well" CN student, Lincoln

"I have really bad anxiety and depression" CN student, Lincoln

"I don't like travelling because I don't like being on my own. My anxiety kicks in" CN student, Gainsborough

"I have ADHD and I have anxiety" CN student, Mablethorpe

It is possible that as mental health is increasingly discussed more openly, young people are using labels such as 'anxiety' and 'lack of confidence' as a label or badge that legitimises their NEET situation, resulting in their building their own defence mechanism. In this context, as we find later, programmes like Career Net are significant in starting to break down the barrier of confidence by addressing head-on their fears of meeting people, interviews, responsibility and so on.

FEAR OF BEING JUDGED BY OTHERS



Somewhat unexpectedly, several learners mention the fear of "being judged" or the feeling that they are being judged - rather than confidence in general, and this has a significant impact on their motivation and efforts in terms of applying for jobs.

This is of particular interest as the survey flagged the critical obstacle of 'confidence' and we noted that we needed to explore further whether this contained some more specific sub-meaning(s) or whether there was

a general lack of self-esteem. This would start to suggest that 'judgement by others' is one root cause or aspect of lower confidence. The fear of judgement by others is clearly problematic in the job-seeking and career development

arena where, by definition, applications and interviews involve others judging and will frequently lead to rejection.

"I don't like to feel judged by others if I can't do something" CN student, Gainsborough

"Me and my friends were scared to be judged (at interviews), scared of not getting it, failing" CN student, Market Rasen

"I don't like people to judge me in a bad way, it will knock me down" CN student, Gainsborough

"I don't want a job at KFC, I don't want to be judged ... It's working with kids. I don't mind that and won't feel judged" CN student, Gainsborough

"I don't like being judged for not being able to do anything" CN student, Mablethorpe

LACK OF EXPERIENCE



Several learners mentioned lack of experience as a barrier to progression. As this was often seen as a cause of negative perceptions of young people by employers, as well as their own lack of confidence, we would argue that the issues of experience and confidence are closely linked and perhaps need addressing together.

"In Gainsborough, employers don't think we are capable of doing the job – we don't have enough experience. That's why young people can't get jobs"

CN student, Gainsborough

"I think I am inexperienced and employers are looking for experience a lot more now"

CN student, Louth

"Before Uni, I never had any work experience ... I definitely wish, looking back now, that I had done some work experience"

CN student, Louth

NEGATIVE VIEWS OF YOUNG PEOPLE



At the same time, quite a few students expressed negative perceptions of some of their peers – "snowflakes", dependence of benefits, etc. These cultural images that have been assimilated by some young people themselves are unlikely to boost confidence in young people who are unemployed, especially those who have no experience of work, and we need to look a bit further into the context of these utterances, and how far they are generated by 'tabloid/social media discourse'.

"Young people are not mature enough for work, so they have to go to college"

CN student, Louth

"People my age get called snowflakes – they want everything for nothing. They are too busy fighting for human rights like bullying in the workplace"

CN student, Gainsborough

"Young people are lazy and think things should be gifted to them"

CN student, Louth



EMPLOYABILITY SKILLS

Most learners stated in the interviews that the main benefits of the Career Net programme (again, demonstrating areas that they had never covered previously in their past education) were:

- > Learning how to perform in an interview
- > How to write a cover letter
- > How to complete a job application
- > Key job searching skills
- > Social engagement.

It significantly increased their awareness of making a good application – whether this was involving work on CVs, letters or (especially) interview skills.

“Career Net was good to get out of the house, it was a focus and it allowed me to focus on what I want to do. Other benefits of it were interview techniques, it showed me where I was. It was quite an eye opening experience. We did cover letters and CV work too” CN student, Gainsborough

“The course has been good, better than I thought. I have gained more qualifications here than at college. It has helped a lot” CN student, Boston

“Career Net did help me a lot; it helped me get vital qualifications, helped me find new work and socialise with new people” CN student, Lincoln

“Career Net has been better than I expected. Meeting new people and learning different aspects of job-hunting have been good. I have improved my interview skills. I thought that I was better than I actually was at interviews!” CN student, Louth

“I COULDN’T WRITE A CV ON MY OWN BEFORE. MAKING THE CV WAS GOOD ENOUGH TO GET ME A JOB”

CN student, Gainsborough



ADDRESSING CONFIDENCE, MOTIVATION AND OTHER BARRIERS

Furthermore, learners also described benefits that were more general and that could be seen as addressing some of the barriers previously identified such as social skills, confidence and experience. Several mention that it has “forced” them do things they didn’t really want to do:

“Career Net was good. I enjoyed the learning. I got the kick up the bum that I needed” CN student, Gainsborough

“It taught me how to be confident, I had no confidence when I got here” CN student, Boston

“Career Net was very motivational and I think I learnt a lot of new things and it boosted my confidence a little bit” CN student, Lincoln

“I have learnt more in Career Net that I ever have anywhere else, it is more personal, the tutors take time to get to know you. Now I definitely feel more confident applying for jobs” CN student, Louth

“Career Net has gone really well, I found it really helpful ... (the tutor) has made me feel more confident now and I have realised that I can still achieve what I want to do” CN student, Louth

“The course has been good; I have been able to mix with so many different people. It has boosted my confidence and it has made me feel better about the situation that I’m in” CN student, Boston

“I was on Career Net for 4-5 months. To be fair to the programme, it made me do things that I didn’t want to do. I didn’t want to do work experience – I didn’t like the thought of it ... I enjoyed doing it in the end. It was something to motivate me to get out of bed. Career Net gave me motivation to apply for a job... I am much more confident now” CN student, Market Rasen

“I didn’t know what opportunities were out there until I went on Career Net. Before Career Net, I was looking for a job but I never applied for any. I didn’t want to go for an interview ... I was excited when I got my interview ... I had a job interview workshop a few days before ... I didn’t even know to research a company or to take anything with me” CN student, Market Rasen

“I had been knocked down all of the time, I didn’t want to carry on. Having Career Net proved I could do things. I wouldn’t speak to anyone before ... I am much more confident now” CN student, Market Rasen

“On a Wednesday and a Thursday I am here volunteering and I am looking at getting some work experience in an office role. I want as much experience as I can get in different areas” CN student, Lincoln

IMPACT OF GETTING WORK

For those who had progressed to work or volunteering, they could identify the transformational impact of success at this stage of their lives.

“Having a job is important for me to get money but equally it is just as important in managing my anxiety” CN student, Lincoln

“Career Net helped me get my job, it gave me more to put on my CV, I had quite bad anxiety and it helped me come out of my shell. It allowed me to get out and do more. I am able to speak to people now and have more of a life” CN student, Lincoln

“You gain experience and have so much training. If you were sat at home then you wouldn’t be gaining confidence; you get so many personal skills from having the job. The money is good too” CN student, Market Rasen

“I am never going to stop looking for a better job, you can always do better. I’d like help writing a new up-to-date CV” CN student, Gainsborough

ASPIRATION

Like the survey, the qualitative interviews demonstrated that many of the young people in the cohort expressed aspirational views and traits when this was contextualised in the future. They responded in terms of work ambition and stability in their personal lives.

In most cases, their aspirations were significantly higher than their current position and sometimes unrealistic because the awareness of how to get there was somewhat sketchy. This raises questions about the interventions that

we are offering so that these personal aspirations are guiding current learning, motivation and immediate progression activity. So aspirations were evident but there appeared to be little planning around how to get there. It is important

that we harness aspiration at the beginning (where it exists) so that we build on this energy in developing the programme and continue to inspire our learners to achieve their best outcome.

"My dream job is to be an art teacher. I did a BTEC but I know I need maths and English. I need more information on how to do this" CN student, Lincoln

"I will pay for their transport to get to work (when I have my own business). I don't care where they come from. If it goes well I would open another restaurant and then open a hotel, so people can sleep over, if they can't get home" CN student, Gainsborough

"I would like more help with looking at apprenticeships. If here joined up with the job centre to look for me then maybe there would be more chance. I don't know how to do it myself, haven't got a clue" CN student, Boston

"In 5 years, it would be good to be a supervisor, I want to put the effort in, I want to make sure everything that I do is at a high standard. I want to upskill all of the time, I have got a level 3 in sport, but I would like my customer service skills to be higher" CN student, Louth.

DREAMS AND MAGIC WANDS

In all the interviews, we asked learners to look forward 5 and 10 years to attempt a measure of their aspiration and positivity about the future.

In the interview schedule update (following the eighth interview), we also offered them a magic wand to make one immediate intervention that would help them on their path to an ideal job.

"My dream is to have my own business – I want to be able to promote things online. But I still want to be doing labouring work though" CN student, Mablethorpe

"In 5 years' time I want to be earning steady money ... In 10 years' time, I want to be ... happy with my life ... Be able to help my mum out – I want her to be happy, healthy and out of debt" CN student, Lincoln

"In 5 years' time, I want to be out of England, working abroad ... In 10 years' time, I want to own my own business ... use the experience from the travelling to run a garage abroad" CN student, Lincoln

"If you could do anything now, it would be just giving me the confidence to get out there and find work. I want to get into a routine and help my anxiety" CN student, Boston

"If you could do anything for me now, it would be get me a job. I don't have a dream job, just a job in hospitality would be good" CN student, Lincoln

"Give me motivation to find work and have some self-belief so, when I am starting something new, I am not worried and just get on with it. A power to have conversations with new people that I have never met before" CN student, Lincoln

As with aspiration, we need to look at how dreams can be captured and built into career education programmes – and the nature of the steps required to bridge the gap between current situation and the hopes they would like to realise for the future.

THEMES/RECOMMENDATIONS

In many cases, Career Net has been a trigger for change – the social support, confidence and employability skills have been critical in giving this group of NEET young people their opportunity of a first job. This first (or second) chance is extremely important in getting them into the habit of work and, hopefully, onto the first rung of a career ladder.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> > Delivering good quality employability skills continues to be an important element of a career development programme (and there is strong evidence that the learners have not covered these skills before especially with regard to interview skills). Interview technique workshops have proved extremely successful, and this has equally had a fantastic impact on levels of confidence > However, whether it is the first rung of a career path or whether it's 'just a job' will be influenced by whether they see 'career' as a concept that applies to themselves as an individual. There was some good understanding of what 'career' means and implies among the cohort but less evidence that career development elements were being integrated into the programme for most learners > There was a general view within our cohort that they did not feel that careers guidance in schools prepares young people for the world of work | <ul style="list-style-type: none"> > There was a strong understanding of 'what employers want' among young people which matches what employers frequently say they want in surveys (which could be summed up as 'work-readiness'). However, to build confidence, experience and more in-depth knowledge, learners need much more contact with a variety of employers and workplaces > Respondents seem to have poor understanding of local employment sectors and the range of jobs within them, beyond basic level roles > Several young people mentioned 'being judged' as an obstacle to applying for jobs and going for interviews. However, they also feel under pressure to get work from parents, peers and society in general > Broadening experience and building confidence need to be treated together and seen as mutually-enhancing on career development programmes. Several learners reported having to do things outside their 'comfort zone' and that they benefited from this | <ul style="list-style-type: none"> > The availability of transport and the cost of travel are major barriers – the critical importance of being able to drive and have a car cannot be overlooked if programmes like Career Net are serious about aspiration. A car/youth insurance scheme, linked to getting a job, would be innovative and invaluable to explore further > We should seek to mitigate or counter the negative images of young people where they sap the confidence of unemployed young people > The socialising aspect of Career Net was important for many – having to meet new people was mentioned several times as a challenge, a benefit and good preparation for work > 'Start from the dream' – we need to find a way to use the positive energy from existing aspiration and make it part of IAG and careers education programmes. We need to define the steps required to bridge the gap between the 'now' and the 'dream' while ensuring that a variety of options and experiences are made available. |
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WORK STAR – STARTING POINTS AND DISTANCE TRAVELLED

PURPOSE OF WORK STAR ON CAREER NET



Work Star is one of the Outcomes Stars developed by Triangle Consulting Social Enterprise Ltd which we bought in to use on the ESF Career Net Project. It provides a subjective measurement on a number of key parameters relevant to employment readiness. All staff on the project were trained by Triangle on the use and benefits of Work Star.

Work Star can be used in two ways: firstly, as an IAG (Information, Advice and Guidance) and reviewing tool and, secondly, as a means of measuring distance-travelled. Our main aim was to use Work Star to support high quality initial assessment and IAG, and to plan change. Work Star provides a visual display of the learner's current status (see Appendix 4) and triggers a structured and meaningful discussion about barriers, current resilience and future development needs that can be worked on through the programme. Tutors were encouraged to take a collaborative approach with the learner, agreeing initial scores together and discussing one-to-one or in small groups the actions that each individual need to take to move forward.

The seven parameters for Work Star are:

- > Job skills and experience (**JSE**)
- > Aspiration and motivation (**A&M**)
- > Job-search skills (**JSS**)
- > Stability (**Stab**)
- > Basic skills (**BS**)
- > Workplace and social skills (**WSS**)
- > Health and well-being (**HWB**).

One of the benefits of the Work Star approach is that it encompasses elements that are highly specific to gaining employment such as job-search skills as well as important contextual features such as health and well-being.

**OUR MAIN AIM
WAS TO USE
WORK STAR
TO SUPPORT
HIGH QUALITY
INITIAL
ASSESSMENT
AND IAG,
AND TO PLAN
CHANGE.**



WORK STAR OUTCOMES



With their tutor, each learner agreed a score of 1 – 10 for each parameter, where 1 was “stuck” and 10 was “self-reliant”. We have found many ways in which the Career Net 18-24 group has proved to be heterogeneous and this was a further example. The variance on each parameter was enormous with only Basic Skills not being assessed in the lowest band (scores 1-2) – see below.

PARAMETER	JSE	A&M	JSS	Stab	BS	WSS	HWB
Range	1 > 10	1 > 10	2 > 10	1 > 10	3 > 10	1 > 10	1 > 10

Range of scores on each parameter for Work Star at initial assessment

However, when we aggregated scores and found the mean for each partner provider, the scores suggested comparability, both in terms of cohorts of learners and, we would assume, involvement of tutors.

Across providers as a whole, the rank ordering of each parameter at the start of project suggested that ‘Job skills and experience’ was lowest and ‘Stability’ highest with a mean difference between them of 1.3 points – see below.

PARAMETER	JSE	A&M	JSS	Stab	BS	WSS	HWB	Mean
Clip (N=72)	6.08	6.83	6.53	7.49	7.35	6.96	7.42	6.95
Aat (N=29)	5.90	6.90	7.41	7.48	6.66	6.76	7.28	6.91
Tic (N=28)	6.61	6.64	6.54	7.36	7.96	6.89	6.79	6.97
Global (N=129)	6.16	6.81	6.73	7.46	7.33	6.90	7.25	6.95

Mean scores for Work Star at initial assessment

STARTING OUT

1	Job skills and experience	LOWEST
2	Job search skills	
3	Aspiration and motivation	
4	Workplace and social skills	
5	Health and well-being	
6	Basic skills	
7	Stability	HIGHEST



Rank order of Work Star parameters at initial assessment

Having used Work Star for 18 months on Career Net 18-24, we have found it to be an extremely useful and efficient tool for generating discussion and goals within

IAG (and, as a result, we plan to start using two of the other Outcomes Stars on our 16-19 Study Programmes).

DISTANCE TRAVELLED



Although the sample size was smaller (N= 45) for exploring the use of Work Star to measure distance-travelled on Career Net 18-24, it was sufficient for conducting statistical testing at a very high confidence level. Every parameter, on average, improved between initial assessment and end (or close to end) of programme. The mean change over all parameters was 1.69 points.

HIGHEST MEAN CHANGE (SALMON SHADING):

- > Job skills and experience
- > Aspiration and motivation

LOWEST MEAN CHANGE (GREEN SHADING):

- > Basic skills
- > Stability

PARAMETER	JSE	A&M	JSS	Stab	BS	WSS	HWB	Mean
Work Star 1 (N=45)	6.00	6.56	6.82	7.44	7.38	6.47	6.91	6.80
Work Star 2 (N=45)	8.18	8.51	8.76	8.71	8.62	8.29	8.31	8.48
Variance (N=45)	2.18	1.96	1.93	1.27	1.24	1.82	1.40	1.69
T values	5.17	4.89	5.19	4.36	4.00	5.17	4.04	
Significant at p<0.001	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Summary scores and variance with correlated t test

It is interesting that the highest (salmon shading) and lowest (green shading) pairs contain a skills-based parameter (with Job skills being more the focus of the programme) and a 'contextual' parameter – again with Aspiration being more the focus of the programme, while Stability was already the highest scoring parameter at the start of the programme.

The changes on each parameter were analysed using the correlated t test which tests whether the changes observed, given the sample size, are likely to be due to chance rather than to the programme. For all parameters, the conclusion was that the positive changes were due to the programme, with statistical significance at the p<0.001 level.

However, since the Work Star scoring necessarily involved the tutor who delivered the Career Net 18-24 programme, there could justifiably be some accusation of self-fulfilling prophecy. Nonetheless, it remains to be said that repeating Work Star at a review stage clearly has the potential of being motivating and empowering for the learner by reflecting back to them how positive change can occur through building skills and aspiration towards higher level education and employment.

‘WHAT WORKS’ AND ‘BARRIERS’—THE EXPERIENCE OF THE CAREER NET PROJECT

JANUARY 2017 TO JULY 2018

INTRODUCTION



In this section, we shall outline some of our experiences, insights and recommendations as a result of running the Career Net project across the area for the last 19 months. There will be an outline of the diversity of the Career Net target group as well as a brief analysis of their progression outcomes.

We shall then move on to outlining some examples of ‘What works’ and barriers. We have no intention of repeating the lessons learnt from the survey and

interview research, as these speak for themselves, so will focus on outlining some examples of useful and best practice from the ‘front line’ of delivery.

**CAREER NET HAS BEEN RUNNING
FROM JANUARY 2017 TO DATE
(JULY 2018) AND HAS SUPPORTED
259 LEARNERS AGED
18 TO 24 YEARS**



DESCRIPTION OF NEET 18-24 YEAR OLDS ON CAREER NET – DIVERSITY OF THE TARGET GROUP



LOCATION

Career Net has been running from January 2017 to date (July 2018) and has supported 259 learners aged 18 to 24 years. We have run in most districts of Greater Lincolnshire with the exception of North-East Lincolnshire and South Kesteven.

We tried hard to run in the Grimsby area but found that there was duplicate provision and thus took the decision that it was not a good use of funds to focus further effort; while we

have no active interest from South Kesteven, we now have an action plan in place to seek to recruit from the Grantham area. Recruitment by Local Authority is as follows:

CAREER NET RECRUITMENT, BASED ON DELIVERY LOCATION (JAN 2017 - JULY 2018) N = 259

LA	North Lincs	WLDC	ELDC	Lincoln	Boston	S Holland	N Kesteven	Total
No recruited	17	73	64	72	25	6	2	259

The majority of learners (80%+) were recruited via Job Centres with the remaining learners via community organisations such as homeless and offender groups or via self-referral. Only 29% of our learners have been female

(against a target of 46%) and two factors may have contributed to this (i) the over-dependence on JCP for referrals and (ii) programmes offered by one of the partners who traditionally have worked with male participants.

On the other hand, we have had a high proportion of learners reporting a disability or health problem (30% against a target of 10%) which suggests that our cohort may face more disadvantage or challenges than originally expected.

OVER 80% OF LEARNERS WERE REFERRED BY JOB CENTRES, WITH OTHERS COMING VIA COMMUNITY GROUPS SUCH AS HOMELESS AND OFFENDER GROUPS AND SELF-REFERRAL



PRIOR ATTAINMENT

Although many of our learners disclosed or displayed low levels of confidence in relation to work and well-being, they were drawn from a very wide pool in terms of prior attainment.

Although the Level 4+ group was the smallest, they typically displayed confidence and other personal/social issues as a group and showed that having a degree was not an automatic passport to good employment opportunities.

On paper, 73% of our learners are educated to Level 2 or above – however, their awareness of basic employability skills and local employment opportunities was considerably lower than this would suggest.

CAREER NET RECRUITMENT (JAN 2017 - JULY 2018) N = 259

Level	Level 1 and below	Level 2	Level 3	Level 4 and above
Number recruited	69	129	42	19
% recruited	27%	50%	16%	7%

AGE

The specification defined the intended NEET cohort as aged 18-24 years with an emphasis on the 18-20s. We have found that the majority are indeed 18-20 years but also that the need for the programme clearly encompassed the whole age-range.

In the early stages of the project, we had several young people come forward who were under 18 who we couldn't fund; however, we had fewer referrals for those over the age-band. Thus, it seemed that there was a very clear need for Career Net and similar programmes for the 18 to 24 age-group who are arguably often overlooked as a high-need group. Focusing on this age-group has certainly required us, as providers, to change

the way we work and create new and appropriate curricula and we would suggest that this is one of the simplest and most important lessons from the project – that young adults 18-24 years need a strong and specific focus if we are not to lose a swathe of the future workforce to low-paid work and long-term unemployment.

CAREER NET RECRUITMENT (JAN 2017 – JULY 2018) N = 259

Age	18	19	20	21	22	23	24
Number recruited	50	50	43	34	31	26	25
Number in range	143			116			
% in range	55%			45%			

PROGRESSIONS TO DATE

To date, there have been 214 leavers from the Career Net programme of which 165 (77%) have progressed. We found that the largest proportion of learners wished to progress to work and indeed the largest proportion has done so. This was so beyond expectation that we have had to request an increase to our 'paid work' outcome on three occasions. Over the whole cohort to date, progression type has been as follows:

PROGRESSION OF CAREER NET LEAVERS (JAN 2017 – JULY 2018) N = 214

Code	Progression type	Number	% of leavers	% of progressions
PG1	Progression to paid work	103	48%	62%
PG2	Progression to unpaid (voluntary) work	15	7%	9%
PG3	Progression to education	40	19%	24%
PG4	Progression to apprenticeship	<5	2%	2%
PG5	Progression to traineeship	<5	1%	2%
All	All progressions	165	77%	100%

Note percentages have been rounded to nearest whole number

Nearly two-thirds of progressions have been to work and just under a quarter to education; all the remaining progression types have seen small numbers. We believe we can conclude from this that (i) the majority of young people want to get onto the work ladder and want to work and (ii) a smaller but significant number recognise that they need to improve their qualifications first.

We found only slight differences in progression type based on the age of the learner. Overall, progression rate was very similar to participation rate (see table below). There was a slightly higher likelihood for older learners to progress to work and a definite increased likelihood for younger learners to progress to education than their older counterparts. The small number of progressions to apprenticeships were mainly younger learners and all three of the progressions to traineeships were older learners.

PROGRESSION OF CAREER NET LEAVERS BY AGE (JAN 2017 – JUNE 2018)

Age band (% of cohort)	Paid work (N=98)	Unpaid work (N=15)	Education (N=40)	Apprenticeship (N=4)	Traineeship (N=3)	All progressions
18-20 (55%)	52%	60%	66%	75%	0%	56%
21-24 (45%)	48%	40%	34%	25%	100%	44%

Note calculations made on June 2018 figures

3% points or more **above**
participation rate

3% points or more **below**
participation rate

We found a fairly similar picture when we analysed progressions by prior attainment. Overall, progression rates more-or-less matched participation rates with just the Level 3 learners slightly over-achieving (19% of progressions compared to a 16% participation rate).

Some progression types were not available to all attainment levels (notably apprenticeships – we have had no progressions to Higher Level Apprenticeships – and traineeships). The only point of note from a more

microscopic analysis is that, as might be predicted, those with Level 1 or below progressed slightly less well to paid work (23% progression rate to paid work against a participation rate of 27%).

PROGRESSION OF CAREER NET LEAVERS BY PRIOR ATTAINMENT (JAN 2017 – JUNE 2018)

Prior attainment (% of cohort)	Paid work (N=98)	Unpaid work (N=15)	Education (N=40)	Apprenticeship (N=4)	Traineeship (N=3)	All progressions
Level 1 or below (27%)	23%	20%	28%	25%	100%	26%
Level 2 (50%)	51%	33%	48%	50%	0%	48%
Level 3 (16%)	17%	27%	23%	25%	0%	19%
Level 4 (7%)	8%	20%	3%	0%	0%	8%
Note calculations made on June 2018 figures			3% points or more above participation rate		3% points or more below participation rate	

**AS MIGHT BE PREDICTED, THOSE WITH
LEVEL 1 OR BELOW PROGRESSED
LESS WELL TO PAID WORK THAN
MORE QUALIFIED LEARNERS**



Finally, the one parameter that did show some difference in progression destinations was gender. Again there was no difference at all in terms of progression to paid work (the largest progression category by far and generally the preferred) but there were some significant differences in terms of progression to education (men more likely to) and progression to voluntary work (women much more likely to).

Although this should not necessarily be the case, there tended to be a view that progression to voluntary work was a 'fallback' position – if this is the case, we need to ensure that we are not 'short-changing' the young women on the scheme.

Of course, progression to unpaid work can provide significant experience on a career path and the numbers involved in this project are small.

PROGRESSION OF CAREER NET LEAVERS BY GENDER (JAN 2017 – JUNE 2018)

Gender (% of cohort)	Paid work (N=98)	Unpaid work (N=15)	Education (N=40)	Apprenticeship (N=4)	Traineeship (N=3)	All progressions
Male (71%)	71%	27%	80%	75%	100%	70%
Female (29%)	29%	73%	20%	25%	100%	30%
<i>Note calculations made on June 2018 figures</i>			3% points or more above participation rate		3% points or more below participation rate	

Our dataset for progressions to paid employment currently contains 71 entries. The most popular employment sector is Visitor Economy/Hospitality/Catering (25% of progressions to paid work) followed equally by Retail (14%) and Construction

(14%). With the exception of Construction, this does reflect, to an extent, the priority and growth sectors for Greater Lincolnshire.

CAREER NET PROGRESSIONS TO PAID EMPLOYMENT BY SECTOR (JAN 2017 – APRIL 2018)

Visitor Economy/Hospitality/Catering	25%
Retail	14%
Construction	14%
Engineering and Manufacturing	11%
Health and Social Care	7%
Warehouse	3%
Factory Work	3%
Other – scoring 1 person each – includes Agri-food, Data/Digital, Education, Transport and Logistics, Printing, Financial and Legal Services, Cleaning, Carpet-fitting, Funeral Services	23%

CONCLUSIONS

The Career Net cohort has been extremely diverse with participants across the age-range 18-24 and with prior attainment from Level 1 and below to Level 4 and above, suggesting a broad group of young people who are NEET and in need of support in getting into work and developing a career path. It is of considerable interest that neither their age nor their prior attainment seems to affect the rate of success in progressing to the next step.

Either there is a (or several) common underlying factor(s) for NEET young people (that is more important than age or attainment) and/or they identify 'next steps' where the degree of challenge relates proportionally to their age and prior attainment. It is our experience that probably both of these apply, with the underlying characteristics being low confidence and lack of work readiness.

**THE CAREER NET
COHORT HAS
BEEN EXTREMELY
DIVERSE AND
INCLUDES
PARTICIPANTS
WITH LOW AND NO
QUALIFICATIONS
THROUGH TO LEVEL
4 AND ABOVE**



‘WHAT WORKS’ – LESSONS FROM THE CAREER NET PROGRAMME

In addition to the benefits identified so far such as building confidence, contact with employers, the value of interview skills workshop and other employability skills, we will describe four specific aspects of the Career Net programme that seemed to be of significant value in achieving the aims of the project:

ASPIRATIONAL PROJECTS



Some of the Career Net groups have undertaken ‘aspirational projects’ during their programme – designed to develop planning, teamwork and self-reliance, among other skills.

For example, a Boston group held a coffee morning in April 2017 in aid of Butterfly Hospice and a Market Rasen group organised a Pop-Up Shop in the Community Café. The first Gainsborough group decided to run a significant and successful Charity Gaming Event in the evening for young people in the town.

Apart from planning a quite complex event, the learners contacted businesses to request prizes for the event and undertook all the poster design and other social media publicity. They raised a sum of money for St Barnabas Hospice and were presented with a certificate of thanks on the evening by their fund-

raising officer. Six young men took part in organising this event, developing project planning, finance, teamwork and customer service skills; and although we can’t prove a causal link, five of them successfully progressed from the programme onto paid work or to further education.

INSPIRATIONAL EMPLOYER EVENTS



The evidence for the importance of multiple ‘employer encounters’ for maximising positive progression is unequivocal; this is one of the Gatsby Benchmarks and it has informed the National Careers Strategy as a central theme.

Although Career Net (so far) could have done more to ensure that learners are inspired by real employment situations, learners have had contact with employers – small, large and involving self-employment. One excellent example, from which our learners have benefited, involved a full-day structured visit to Butlin’s. This has now happened twice – in December 2017 (pre-season) and in June 2018 (mid-season). The day involved:

- > A talk about Butlin’s entitled ‘Inspiration and Aspiration’ (i.e. tailored to our group) by an HR Advisor who made a step-change when she joined the company, having had very negative

experiences of school but who had since been supported in completing a degree in Leadership and Management

- > Short talks by other young employees – who were clearly not used to public speaking (making the talks more ‘real’)
- > Practical activities and tasters in barista work, preparing table napkins, first aid work, etc.
- > Emphasis on the benefits they find of employing local learners (they are more likely to stay)
- > Emphasis on the year-round jobs and careers in the company.

Learners and tutors alike found the days extremely inspirational and, as Butlin’s are happy to repeat the sessions (they have gained several employees through their involvement) with up to 40 attendees, many other learners could benefit in the future – from Career Net as well as our younger learners and older adults. One autistic learner who had been very difficult to engage, and who hadn’t identified any job or career goals, decided on the day that he wanted to be a lifeguard. Since then, he has made a workplace visit to Magna Vitae and, even if this isn’t the job he progresses to, has been inspired for the first time to identify a goal he would like to aim for.

MOTIVATIONAL SHORT QUALIFICATIONS AS PART OF THE PROGRAMME



Career Net programmes have evolved in different ways according to the provider, the location and the needs of the specific groups of learners.

A key feature of the programmes offered in Boston and Lincoln, for example, is to enable learners to learn, practice and sit short certificated tests in a range of employment-related skills such as First Aid, CSCS cards, Food Safety, etc. Reports from learners anecdotally and through the research have shown that these are not only

relevant to employment but also highly motivational to the learners. They gain self-esteem by acquiring the certificate and recognise that they have a positive way of enhancing their CVs through their own efforts and activity. In some cases, they provide a passport to a job. As much of the learning for these courses is online, learners have a degree of choice

as to which are most relevant for their progression goal. Learners also often feel that, rather than going through the motions of a standard employability course, they are being given something 'extra' that is useful and where their needs have been recognised.

GROUP INTERACTION COMBINED WITH HIGH QUALITY, INTENSIVE PERSONALISED SUPPORT



Some employability programmes are funded as one-to-one IAG support; others involve a standard programme for all that takes relatively little account of individual needs or prior learning.

Career Net is funded as a group-based learning for the most part but also has additional funding, especially at the front-end for intensive individualised IAG and initial assessment. Reports from our learners and tutors have suggested that this constitutes a particularly high quality

programme in that tutors have time to get to know each learner very well and this has been appreciated by students reporting the 'highly supportive staff' as a key benefit; at the same time, learners have also benefited significantly from the group sessions – where they can share

ideas and problems. They have reported increased confidence by having to meet and engage with new people, and a sense of shared problem-solving and efforts towards their goals.

**CAREER NET PROGRAMMES HAVE
EVOLVED IN DIFFERENT WAYS
ACCORDING TO THE PROVIDER,
THE LOCATION AND THE NEEDS OF
THE SPECIFIC GROUPS OF LEARNERS**



‘BARRIERS’ – LESSONS FROM THE CAREER NET PROGRAMME

Tutors have regularly encountered some of the barriers mentioned by learners in the research – for example, there was a learner in Gainsborough who simply couldn’t afford to take up an apprenticeship offer in Lincoln because of the cost of daily travel. Many learners, including those with degrees, have issues with self-confidence and resilience. However, one problem that emerged early on merits a mention as it is an emerging risk to progression to work (or even maintaining work): a passion for online gaming and especially multi-player online gaming.

ONLINE GAMING



We found some evidence to suggest that some learners were finding it difficult to turn up on time for sessions because they had spent much of the night involved in online gaming. As these games are played with many players globally, ‘day-time’ and ‘night-time’ hours are not necessarily set to local time and hence young people might be losing the routine of sleep at recognised hours.

For some, this might become so obsessive as to impede normally social interaction and involvement in education and employment. Furthermore, addiction to online gaming has controversially been added to the latest World Health Organisation (WHO) International Classification of Diseases (ICD 11th Edition) in June this year. Research by the National Bureau of Economic Research (NBER) suggested that “Younger men, ages 21 to 30, exhibited a larger decline in work hours over the last fifteen years than older men or women. Since 2004, time-use data show that younger men distinctly shifted their leisure to video gaming and other recreational computer activities”. The suggestion is that gaming provides a much more stimulating (and cheap) alternative to low-paid work leading to a decline in economic engagement.

However, there is a debate about whether a strong interest in online gaming can become an addiction or whether it should be viewed as a hobby like any other. Peter Gray (2018) has pointed out that many high-functioning students and employees engage enthusiastically in gaming without a detrimental impact on their education/ work performance.

**THE SUGGESTION
IS THAT GAMING
PROVIDES A
MUCH MORE
STIMULATING
ALTERNATIVE
TO LOW-PAID
WORK LEADING
TO A DECLINE
IN ECONOMIC
ENGAGEMENT.**



He cites a recent study by Stockdale and Coyne (2018) who compared a group of young and adult gamers who were considered ‘addicted’ with another group who enjoyed gaming but were not considered addicted. They found that “the addicted players, regardless of gender, were more anxious and depressed, and showed poorer impulse control and cognitive functioning than gamers who were not addicted”. This does not enable us to conclude that the gaming has caused the anxiety and depression as it was a correlational study; it may have done so or it could be that gamers that are more predicated to become addicted suffer from anxiety and depression before they start.

Clearly, this is an emerging area of research. While there is probably an amount of over-reaction to the risks of online gaming, it does seem to have a negative impact on a small number of people – maybe those with other emerging mental health issues. We did certainly encounter some young men where there seemed to be a negative impact and, since our learners tended to be the more vulnerable, we need to maintain vigilance concerning the issue.

BIBLIOGRAPHY



Aguiar, M et al Leisure Luxuries and the Labor Supply of Young Men NBER Working Paper No 23552 June 2017

Gray, P Sense and Nonsense about Video Game Addiction Psychology Today March 2018

Stockdale, L and Coyne, S Video game addiction in emerging adulthood: Cross-sectional evidence of pathology in video game addicts as compared to matched healthy controls. Journal of Affective Disorders 2018

CASE STUDIES

The following are a selection of case studies to show the range of learners and needs on Career Net, and some examples of impact. All names have been changed.

CASSANDRA

LOCATION: GAINSBOROUGH

Cassie was referred to Career Net by Gainsborough JCP. She had completed a Level 2 Diploma in Agriculture at Riseholme College the previous year but couldn't secure a job in this sector because all vacancies wanted work experience of driving tractors and trailers.

Cassie had helped on her grandparent's farm but had never had experience of driving the modern tractors and machinery. As a result, Cassie had enrolled on a construction course starting the following September as a fall-back if she failed to find agricultural work.

Her tutor made contact with a local estate farm manager that she knew and suggested that a meeting could be arranged to see if he could give her some guidance on the best way to get into the sector.

The manager agreed to meet Cassie and the feedback was that he advised her to go back to college and take a Level 3 in Agriculture course, as it would open up more future employment opportunities. However, during this meeting Cassie was given an opportunity to drive the estates' tractor and trailer. She was then invited to work over the summer on the farm. Cassie thus worked on the estate in July and August with the offer of future work during college holidays.

Cassie subsequently cancelled the construction course and has since started the Level 3 in Agriculture at Riseholme College.

The Career Net programme had a significant impact on this learner. It gave her the opportunity to gain valuable work experience and also advice from a key employer on how to progress within her chosen sector. It also enabled her to believe in, and support in achieving, her long term aspirational goal.

CASE STUDIES

ELLIOTT

LOCATION: GAINSBOROUGH

Elliott lacked confidence and tended to speak very negatively about himself. He didn't like to ask for help and identified that he could struggle to express himself.

Elliott found answering telephone calls incredibly difficult and he was uncomfortable with people that he didn't know. Elliott took a methodical approach and worried that he was too slow at completing work. However his work on Career Net was a good standard. Elliott accepted that he needed emotional support and was awaiting a potential diagnosis of being on the Autistic Spectrum. Once he became used to the Career Net group, Elliott stated that he enjoyed the team work activities and the discussion and debates that took place on Career Net. He managed to put his point of view forward effectively and also to engage in mock interview scenarios.

The tutor and other students worked on building Elliott's confidence by encouraging him to accept praise and positive outcomes in his life. Elliott scored very highly on his initial assessments, but still struggled to accept this and was determined that there would always be someone better than him. Elliott also developed his job searching skills until he was confident to apply for positions, although he continued to require guidance with application forms and covering letters. Elliott struggled to ask for this assistance and can become frustrated if he is not sure how to respond.

Elliott moved onto a voluntary position with the Pass It On charity in Gainsborough for 6 hours per week while continuing to seek help with applying for other paid retail positions. Career Net helped Elliott to grow in confidence and motivation to achieve outside of his comfort zone. Attendance also allowed him to explore his thoughts about himself and his concept of what employment may look like and involve. Elliott did value support once he could manage to accept it and was a bright and personable young man. His tutor believes that Career Net helped him to prepare for the next phase of his life by working to overcome the challenges that he felt were problematic for him.

THE 4 PLUMBERS

LOCATION: LINCOLN

Career Net had been working with a local college to support those leaving construction courses who had not found employment.

At the end of June, Career Net recruited a group of four students who had just completed their Level 2 in Plumbing but were finding it difficult to find employment as a plumber or in the construction industry. This was in an attempt to prevent them from becoming long term NEET. Their barrier to employment seemed to be a lack of apprenticeships and employers not being willing to employ someone with just a Level 2 and not holding a CSCS Card.

Andrew, Ali, Jake and Julian joined the Career Net project and engaged in the full programme, met with employers and agencies and achieved their qualifications.

All significantly improved their CVs, letter writing skills and skills in completing application forms. All gained their CSCS Card, Asbestos Awareness, Fire Safety, Manual Handling, First Aid and an opportunity of work experience with Aaron Services. All were encouraged to attend The Network Launch into Construction event and they attended interviews with Hays, Chores and Stafford to increase their options of employment.

One attended a week of work experience at Aaron Services to boost his CV and increase his chances of securing an apprenticeship.

One secured work experience and a work trial with a roofing company, one secured an apprenticeship with Lindum Construction and the fourth secured work with a cleaning firm and has since moved to a large construction firm. Therefore, all four are now in secure employment and are continuing to receive support regarding plumbing vacancies/opportunities.

The extensive length of the Career Net programme, the time to nurture them in terms of being ready for the workplace following on from college, and achieving employer related qualifications all contributed to the successful outcomes for the 4 Plumbers.

CASE STUDIES

ROBERT

LOCATION: BOSTON

Robert joined Career Net with significant housing issues. He had been NEET for some time and hadn't been focused on employment opportunities.

He had no idea about career direction so required initial and ongoing IAG. Robert participated in a range of employability workshops and also undertook short courses in First Aid, Food Safety, Confidence-Building and Customer Service. Robert expressed an interest in sport so the tutor undertook some one-to-one work with him relating to careers in sport and retail.

Robert applied for a bar job at the local football club and was successful in getting an interview, but not the job itself. However, he had a discussion with them about the possibility of volunteering with their summer schools project. In the meantime, Robert was supported to apply for the Prince's Trust Team Building Programme and he was accepted. Career Net helped Robert to focus on

gaining employment and identifying a career specialism – to pursue a career ideally in sports coaching. The Prince's Trust Programme was seen as an appropriate next step for him to gain further confidence, teamwork and other life skills.

OWEN

LOCATION: LOUTH

Owen joined the Career Net programme with a BTEC National Extended Diploma Level 3 in Sport. He had been out of work and looking for a job within the leisure industry for 5 months.

He had volunteered at a local Sports Club and gained valuable work experience but could not continue when he relocated to Louth due to lack of transport. In addition, Owen suffered from low confidence and poor self-esteem mainly due to his perceived lack of opportunities available with his existing qualifications and not even getting to interview stage with his current CV.

CV building, job application and interview skills have made a big difference as well as the group being small. An employer from Meridian Leisure Group came to talk to the group about apprenticeship opportunities within the sports sector which was not an option that Owen had considered before. There was an apprenticeship opportunity for a leisure assistant at Meridian Leisure Centre which Owen applied for and he got an interview (although this was unsuccessful).

Owen attended an inspirational day which was held at Butlin's for CLIP students. Students were given an insight into the Leisure Assistant duties and were told about forthcoming vacancies which Owen applied for and again he was short-listed for an interview. Owen was given interview preparation and the feedback from Butlin's was that he interviewed very well but needed to improve on the swimming assessment as taking the lifeguard qualification was part of the job role. Owen was asked to work on improving his swimming times and he would be called back for another interview in three weeks. However, Owen stated that he didn't want to pursue this job role as always found swimming difficult and suggested he wanted to find an alternative role within the Leisure industry. He had also got an interview at Meridian Leisure but declined again as it involved lifeguard duties.

In the meantime, Owen helped as a volunteer at The Meridian Centre during the school holidays with children's holiday club activities which he enjoyed and it helped improve his confidence with the result that he was given three days additional paid work. The activities club manager was pleased with Owen and asked him to go back during the next holiday period with the possibility of more paid work.

Being given the opportunities to attend interviews and complete swimming assessments at Butlin's gave Owen a personal insight that lifeguard duties were a significant part of the job role which he had not known before starting Career Net and made him reconsider his career options. Eventually, through his volunteering and part-time paid work at Meridian Leisure, Owen was offered a full-time job which did not involve any lifeguard duties.



APPENDIX 1 QUESTIONNAIRE



18-24 CAREERS AND JOBS SURVEY (SUMMER 2017)

1. What is your age?

☐ 18-20

☐ 21-24

2. Gender?

☐ Male

☐ Female

3. Where are you undertaken your programme?

☐ Lincoln

☐ Boston

☐ Spalding

☐ Gainsborough

☐ Market Rasen

☐ Scunthorpe

☐ Louth

☐ Mablethorpe

☐ Grimsby

☐ Skegness

☐ Other (please specify)

4. Previous qualifications?

☐ None

☐ Level 1 (Level 1 qualification or less than 5 x GCSEs at Grade C-A*)

☐ Level 2 or 3 (Diploma/NVQ Level 2 and/or 5 or more x GCSEs at C-A* and/or Diploma/NVQ Level 3 or 2 x A levels)

☐ Level 4 or above (Diploma/NVQ Level 4 or HNC/HND or degree or higher degree)

5. Have you undertaken any paid work in the past? Tick ANY that apply.

- ☐ YES, part-time while at school
- ☐ YES, full-time in the school holidays
- ☐ YES, part-time work since I left school
- ☐ YES, full-time work since I left school
- ☐ NO

6. Have you undertaken any UNPAID work experience in the past? Tick ANY that apply

- ☐ YES, while at school
- ☐ YES, at college, training provider or university after leaving school
- ☐ YES, voluntary work that I organised myself outside of college or school
- ☐ NO

7. Do you feel you received good quality careers advice while at school, college or university?

- ☐ YES
- ☐ NO
- ☐ Not sure

8. By the age of 18, had you received or participated in any of the following (tick ANY that apply):

- ☐ Talk by an employer about jobs in their sector
- ☐ Visit to an employer to see "jobs and work in action"
- ☐ Help with identifying some career, job or educational goals
- ☐ Talk by a teacher/tutor about different jobs or careers
- ☐ Read leaflets, articles or checked websites describing different jobs
- ☐ Undertaken a questionnaire that identified your job/career preferences
- ☐ Had a one-to-one interview to identify possible career options that would suit you
- ☐ Participated in group sessions on how to look for a job and make an application
- ☐ Interview skills training
- ☐ Help with writing a CV
- ☐ Been to a careers evening or similar event while at school
- ☐ Been to a Jobs Fair or Career Open Day (or similar) while at school or college

9. Which of the following statements BEST describes your current situation (please tick ONE)?

- ☐ I'm looking for any job, as quickly as possible, so I can earn some money
- ☐ I'm looking for a basic job, but it needs to be in the one or two fields that I have a preference for
- ☐ I want to find a fairly well-paid job so that there is a future in it for me
- ☐ I know the career I want to enter, so am looking for a job that will help me get there, even if it isn't very well-paid or what I want to be doing long-term
- ☐ I know the career I want to enter and am looking for a job in that sector
- ☐ I need/would like to go to college/university to get higher or better qualifications
- ☐ I would like to get an apprenticeship
- ☐ I need to get more voluntary work experience to be ready to apply for a job

10. What support do you need NOW to get you the job or course you would like next? Tick ANY that apply.

- ☐ Help with looking for a job - online and through other means eg. newspapers/job-listings
- ☐ Help with networking and using social media to get a job
- ☐ Help with filling in application forms
- ☐ Help with covers letters or spec letters
- ☐ Help with planning for an interview
- ☐ Help with interview skills
- ☐ Help with building your confidence
- ☐ Help with building your motivation or aspiration
- ☐ Help with building your management or leadership skills
- ☐ Help with interpersonal skills and/or teamwork skills
- ☐ Help with personal presentation at interviews and at work
- ☐ Help with understanding what an employer is looking for
- ☐ Meeting employer health and safety requirements - certificates in First Aid, Food Safety, CSCS Card, Working at Heights and similar
- ☐ Further vocational qualifications in a specific field
- ☐ Help to improve my skills in English and/or Maths and/or ICT

Other (please state)

11. Which one of the above types of help is MOST IMPORTANT to you in terms of the support you need now? Please only state one.

12. Greater Lincolnshire Local Enterprise Partnership (GLLEP) has defined 6 priority employment sectors for the next 5 years. Would you be interested in working in any of these? Tick ANY that apply.

- ☐ Visitor Economy - coastal resorts, visitor attractions, catering and related services
- ☐ Health and Care - hospitals, care homes, care in the community
- ☐ Low Carbon Economy - off-shore wind farms, energy from waste, etc
- ☐ Engineering and Manufacturing
- ☐ Ports and Logistics - transport of goods by sea, road and rail
- ☐ Agri-food - agriculture, horticulture and food processing

13. Are there any obstacles that are preventing you from progressing to where you would like to be? Tick ANY that apply.

- ☐ Availability of child care or child care costs
- ☐ Availability of transport or travel costs
- ☐ Confidence
- ☐ Health issues (mental or physical health)
- ☐ Not enough experience
- ☐ Need better qualifications
- ☐ Not enough good jobs where I live
- ☐ I still don't know what I want to do

Other, please state:

14. If you had to choose one thing, what has been the most useful element of this programme so far?

15. At age 18, did you (or do you) have a clear idea what you wanted to do in your working life (whether or not you have progressed to this yet)?

- ☐ YES
- ☐ NO

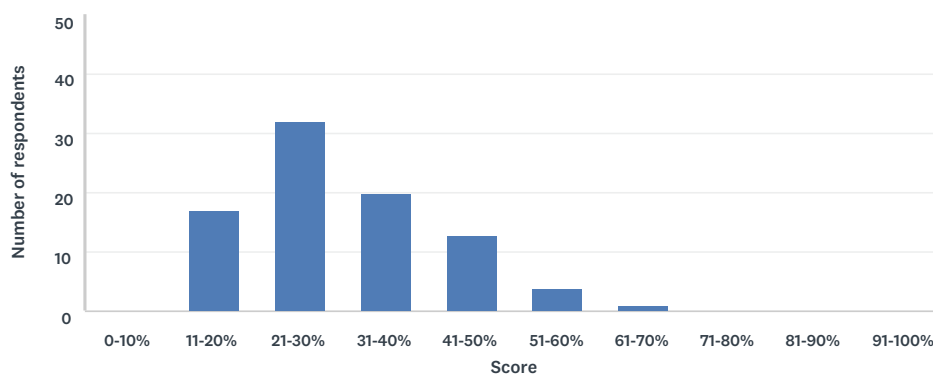
16. In terms of work or career, what would you like to be doing in 5 years' time, if everything went well for you?

APPENDIX 2

SURVEY DATA SETS

Quiz Summary

AVERAGE SCORE
32% • 17/53 PTS



STATISTICS

Lowest Score
15%

Median
30%

Highest Score
66%

Mean: 32%

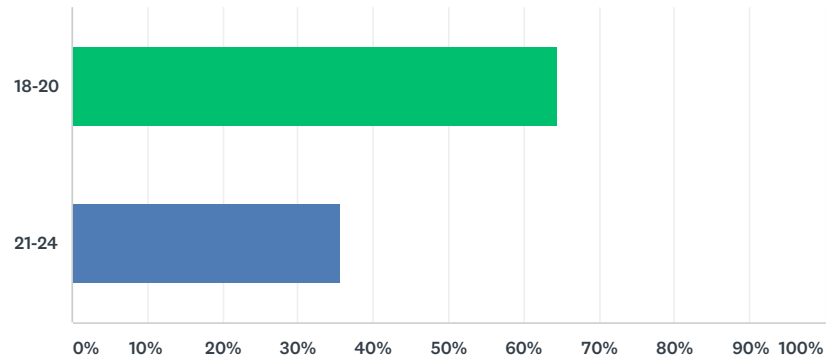
Standard Deviation: 11%

Question Ranking

QUESTIONS (9)	DIFFICULTY	AVERAGE SCORE
Q5 Have you undertaken any paid work in the past? Tick ANY that apply.	1	23%
Q12 Greater Lincolnshire Local Enterprise Partnership (GLLEP) has defined 6 priority employment sectors for the next 5 years. Would you be interested in working in any of these? Tick ANY that apply.	2	25%
Q10 What support do you need NOW to get you the job or course you would like next? Tick ANY that apply.	3	25%
Q13 Are there any obstacles that are preventing you from progressing to where you would like to be? Tick ANY that apply.	4	26%
Q6 Have you undertaken any UNPAID work experience in the past? Tick ANY that apply	5	33%
Q8 By the age of 18, had you received or participated in any of the following (tick ANY that apply):	6	44%
Q7 Do you feel you received good quality careers advice while at school, college or university?	7	100%
Q9 Which of the following statements BEST describes your current situation (please tick ONE)?	7	100%
Q15 At age 18, did you (or do you) have a clear idea what you wanted to do in your working life (whether or not you have progressed to this yet)?	7	100%

Q1 What is your age?

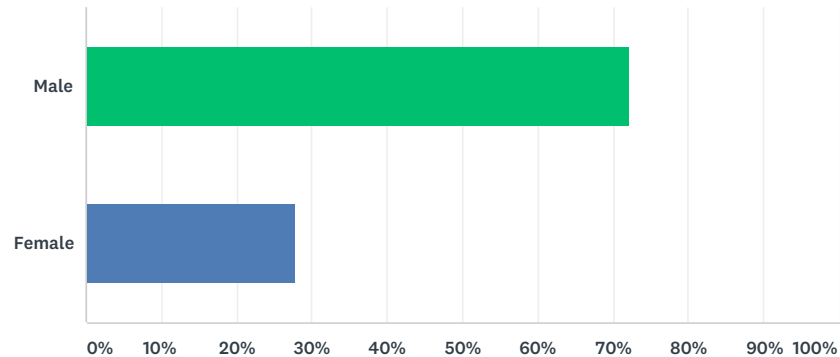
Answered: 87 Skipped: 0



ANSWER CHOICES	RESPONSES	
18-20	64.37%	56
21-24	35.63%	31
TOTAL		87

Q2 Gender?

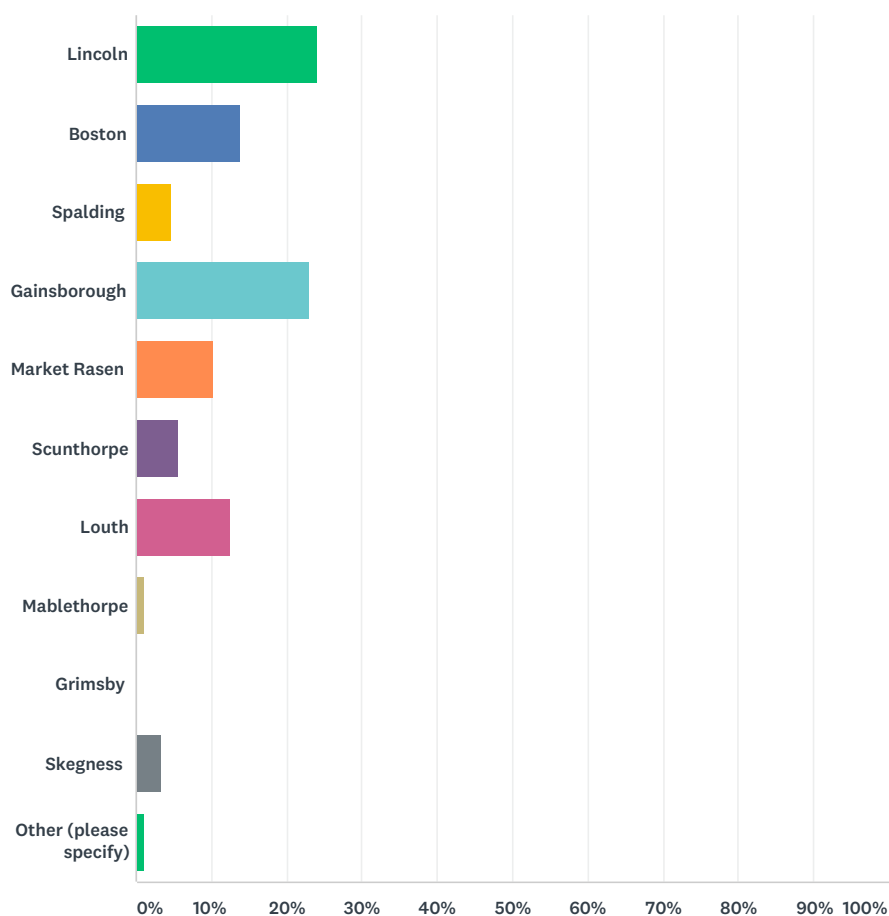
Answered: 86 Skipped: 1



ANSWER CHOICES	RESPONSES	
Male	72.09%	62
Female	27.91%	24
TOTAL		86

Q3 Where are you undertaken your programme?

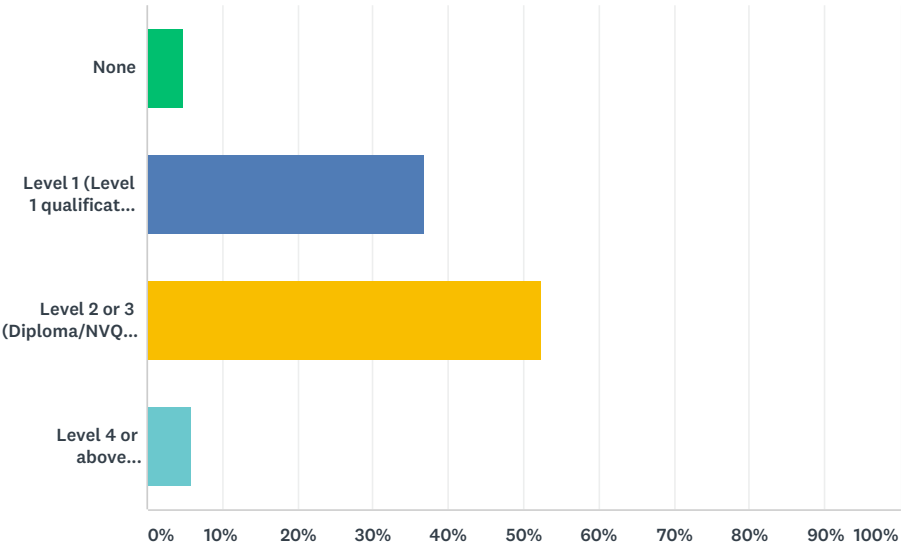
Answered: 87 Skipped: 0



ANSWER CHOICES	RESPONSES	
Lincoln	24.14%	21
Boston	13.79%	12
Spalding	4.60%	4
Gainsborough	22.99%	20
Market Rasen	10.34%	9
Scunthorpe	5.75%	5
Louth	12.64%	11
Mablethorpe	1.15%	1
Grimsby	0.00%	0
Skegness	3.45%	3
Other (please specify)	1.15%	1
TOTAL		87

Q4 Previous qualifications?

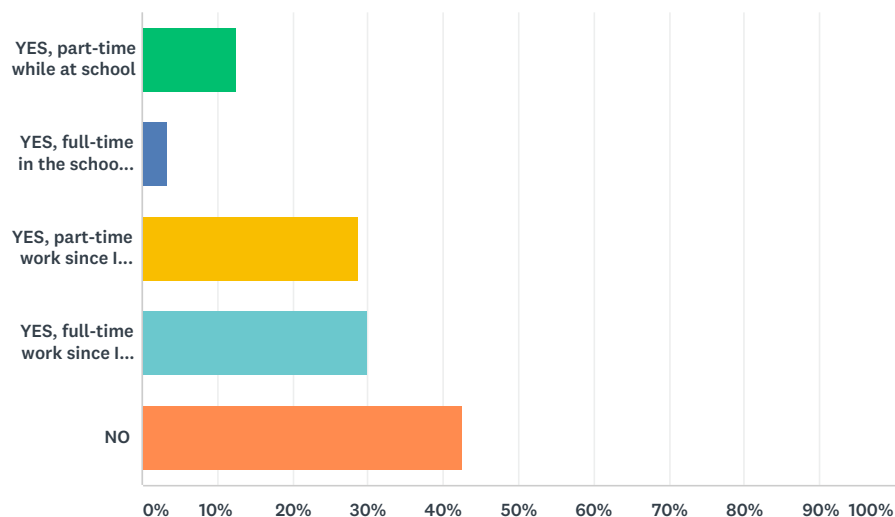
Answered: 84 Skipped: 3



ANSWER CHOICES	RESPONSES	
None	4.76%	4
Level 1 (Level 1 qualification or less than 5 x GCSEs at Grade C-A*)	36.90%	31
Level 2 or 3 (Diploma/NVQ Level 2 and/or 5 or more x GCSEs at C-A* and/or Diploma/NVQ Level 3 or 2 x A levels)	52.38%	44
Level 4 or above (Diploma/NVQ Level 4 or HNC/HND or degree or higher degree)	5.95%	5
TOTAL		84

Q5 Have you undertaken any paid work in the past? Tick ANY that apply.

Answered: 87 Skipped: 0



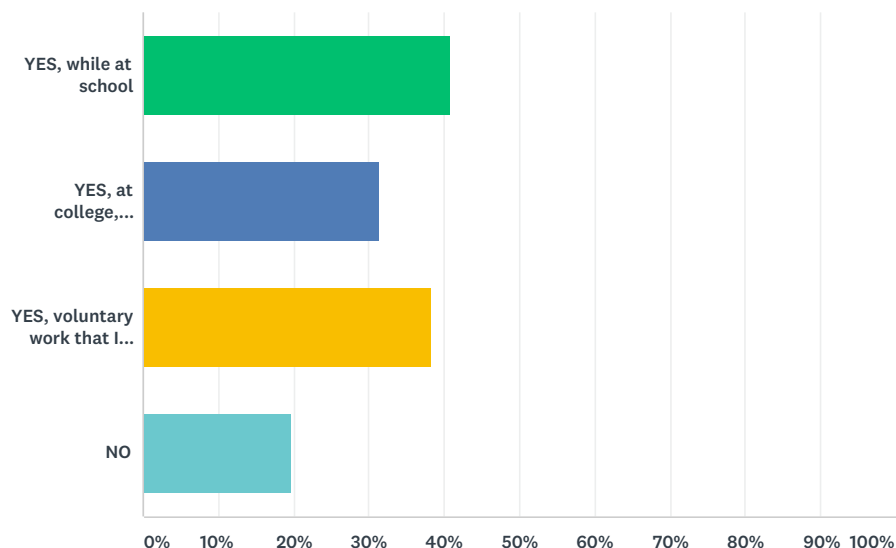
QUIZ STATISTICS

Percent Correct 0%	Average Score 1.2/5.0 (23%)	Standard Deviation 0.49	Difficulty 1/9
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ANSWER CHOICES	SCORE	RESPONSES
✓ YES, part-time while at school	1/5	12.64% 11
✓ YES, full-time in the school holidays	1/5	3.45% 3
✓ YES, part-time work since I left school	1/5	28.74% 25
✓ YES, full-time work since I left school	1/5	29.89% 26
✓ NO	1/5	42.53% 37
Total Respondents: 87		

Q6 Have you undertaken any UNPAID work experience in the past? Tick ANY that apply

Answered: 86 Skipped: 1



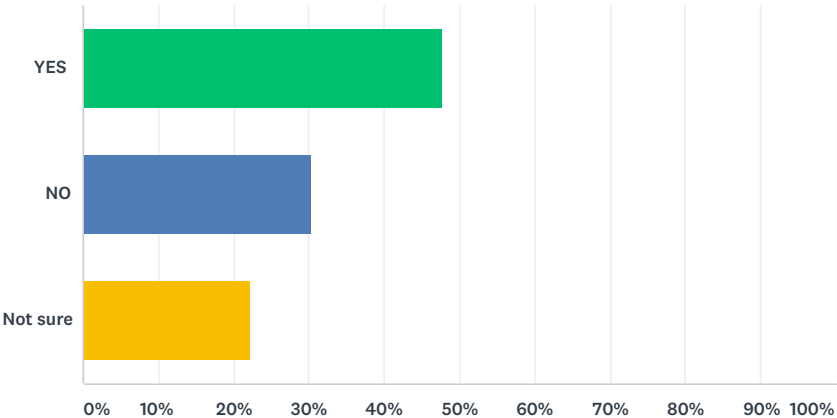
QUIZ STATISTICS

Percent Correct 0%	Average Score 1.3/4.0 (33%)	Standard Deviation 0.55	Difficulty 5/9
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ANSWER CHOICES	SCORE	RESPONSES
✓ YES, while at school	1/4	40.70% 35
✓ YES, at college, training provider or university after leaving school	1/4	31.40% 27
✓ YES, voluntary work that I organised myself outside of college or school	1/4	38.37% 33
✓ NO	1/4	19.77% 17
Total Respondents: 86		

Q7 Do you feel you received good quality careers advice while at school, college or university?

Answered: 86 Skipped: 1

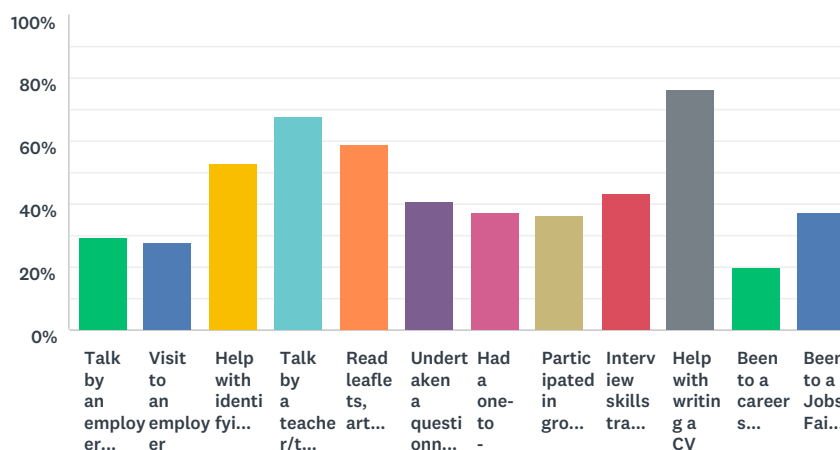


QUIZ STATISTICS			
Percent Correct	Average Score	Standard Deviation	Difficulty
99%	1.0/1.0 (100%)	0.00	7/9

ANSWER CHOICES	SCORE	RESPONSES	
✓ YES	1/1	47.67%	41
✓ NO	1/1	30.23%	26
✓ Not sure	1/1	22.09%	19
TOTAL			86

Q8 By the age of 18, had you received or participated in any of the following (tick ANY that apply):

Answered: 85 Skipped: 2



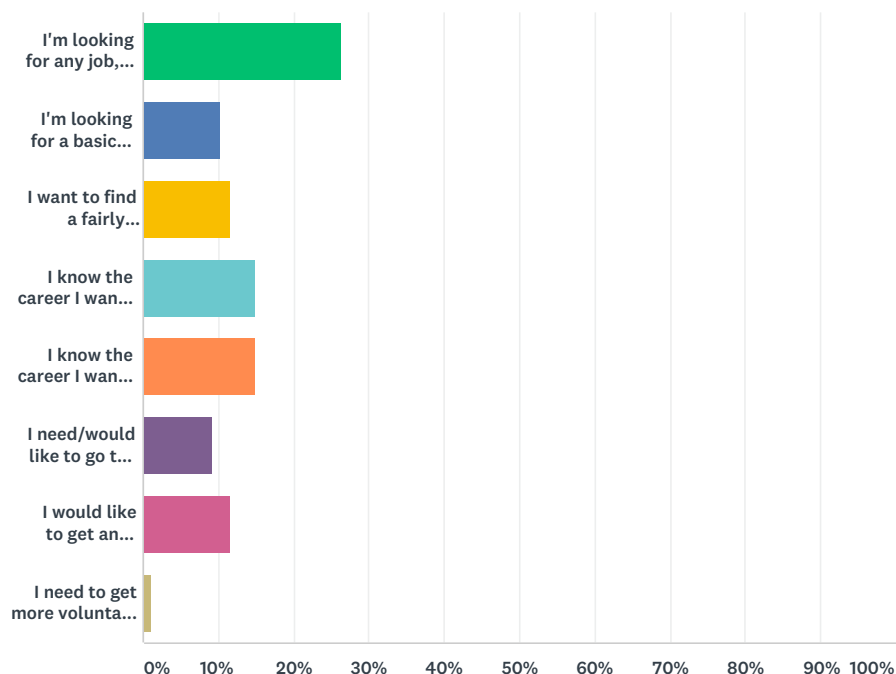
QUIZ STATISTICS

Percent Correct 3%	Average Score 5.3/12.0 (44%)	Standard Deviation 3.17	Difficulty 6/9
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ANSWER CHOICES	SCORE	RESPONSES
✓ Talk by an employer about jobs in their sector	1/12	29.41% 25
✓ Visit to an employer to see "jobs and work in action"	1/12	28.24% 24
✓ Help with identifying some career, job or educational goals	1/12	52.94% 45
✓ Talk by a teacher/tutor about different jobs or careers	1/12	68.24% 58
✓ Read leaflets, articles or checked websites describing different jobs	1/12	58.82% 50
✓ Undertaken a questionnaire that identified your job/career preferences	1/12	41.18% 35
✓ Had a one-to-one interview to identify possible career options that would suit you	1/12	37.65% 32
✓ Participated in group sessions on how to look for a job and make an application	1/12	36.47% 31
✓ Interview skills training	1/12	43.53% 37
✓ Help with writing a CV	1/12	76.47% 65
✓ Been to a careers evening or similar event while at school	1/12	20.00% 17
✓ Been to a Jobs Fair or Career Open Day (or similar) while at school or college	1/12	37.65% 32
Total Respondents: 85		

Q9 Which of the following statements BEST describes your current situation (please tick ONE)?

Answered: 87 Skipped: 0



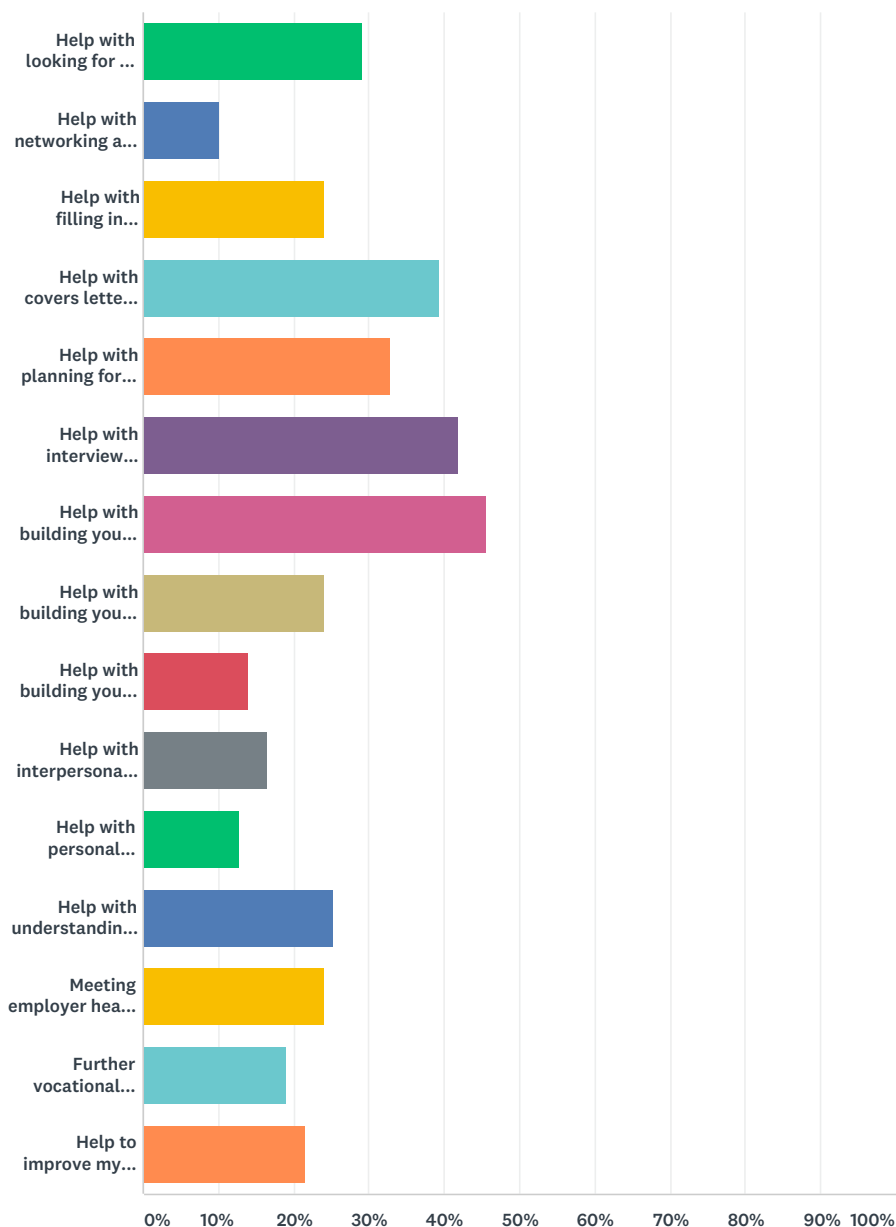
QUIZ STATISTICS

Percent Correct	Average Score	Standard Deviation	Difficulty
100%	1.0/1.0 (100%)	0.00	7/9

ANSWER CHOICES	SCORE	RESPONSES
✓ I'm looking for any job, as quickly as possible, so I can earn some money	1/1	26.44% 23
✓ I'm looking for a basic job, but it needs to be in the one or two fields that I have a preference for	1/1	10.34% 9
✓ I want to find a fairly well-paid job so that there is a future in it for me	1/1	11.49% 10
✓ I know the career I want to enter, so am looking for a job that will help me get there, even if it isn't very well-paid or what I want to be doing long-term	1/1	14.94% 13
✓ I know the career I want to enter and am looking for a job in that sector	1/1	14.94% 13
✓ I need/would like to go to college/university to get higher or better qualifications	1/1	9.20% 8
✓ I would like to get an apprenticeship	1/1	11.49% 10
✓ I need to get more voluntary work experience to be ready to apply for a job	1/1	1.15% 1
TOTAL		87

Q10 What support do you need NOW to get you the job or course you would like next? Tick ANY that apply.

Answered: 79 Skipped: 8



QUIZ STATISTICS

Percent Correct	Average Score	Standard Deviation	Difficulty
0%	3.8/15.0 (25%)	3.26	3/9

ANSWER CHOICES

	SCORE	RESPONSES
✓ Help with looking for a job - online and through other means eg. newspapers/job-listings	1/15	29.11% 23
✓ Help with networking and using social media to get a job	1/15	10.13% 8

18-24 CAREERS AND JOBS SURVEY (SUMMER 2017)

SurveyMonkey

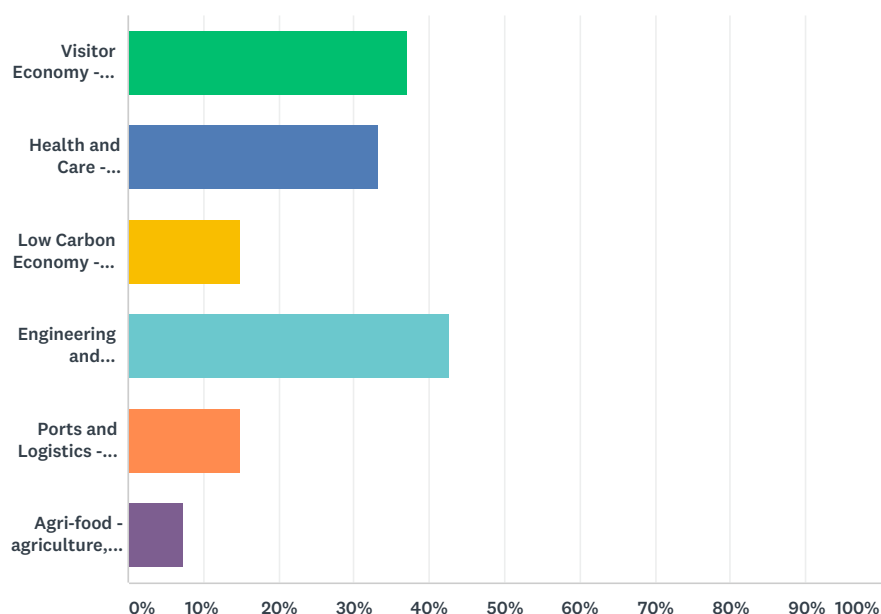
✓ Help with filling in application forms	1/15	24.05%	19
✓ Help with covers letters or spec letters	1/15	39.24%	31
✓ Help with planning for an interview	1/15	32.91%	26
✓ Help with interview skills	1/15	41.77%	33
✓ Help with building your confidence	1/15	45.57%	36
✓ Help with building your motivation or aspiration	1/15	24.05%	19
✓ Help with building your management or leadership skills	1/15	13.92%	11
✓ Help with interpersonal skills and/or teamwork skills	1/15	16.46%	13
✓ Help with personal presentation at interviews and at work	1/15	12.66%	10
✓ Help with understanding what an employer is looking for	1/15	25.32%	20
✓ Meeting employer health and safety requirements - certificates in First Aid, Food Safety, CSCS Card, Working at Heights and similar	1/15	24.05%	19
✓ Further vocational qualifications in a specific field	1/15	18.99%	15
✓ Help to improve my skills in English and/or Maths and/or ICT	1/15	21.52%	17
Total Respondents: 79			

Q11 Which one of the above types of help is MOST IMPORTANT to you in terms of the support you need now? Please only state one.

Answered: 73 Skipped: 14

Q12 Greater Lincolnshire Local Enterprise Partnership (GLLEP) has defined 6 priority employment sectors for the next 5 years. Would you be interested in working in any of these? Tick ANY that apply.

Answered: 54 Skipped: 33



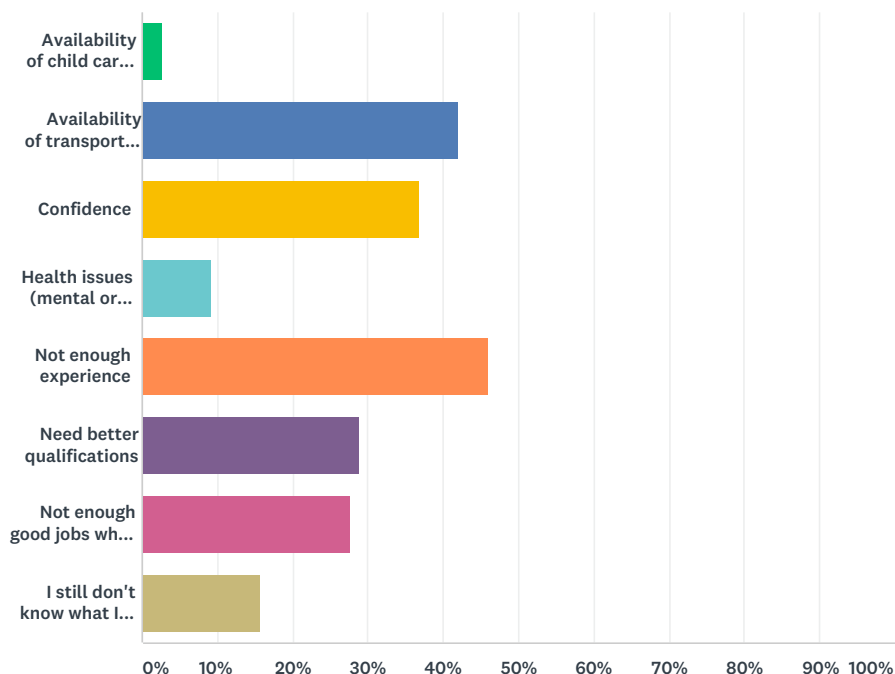
QUIZ STATISTICS

Percent Correct	Average Score	Standard Deviation	Difficulty
0%	1.5/6.0 (25%)	0.75	2/9

ANSWER CHOICES	SCORE	RESPONSES
✓ Visitor Economy - coastal resorts, visitor attractions, catering and related services	1/6	37.04% 20
✓ Health and Care - hospitals, care homes, care in the community	1/6	33.33% 18
✓ Low Carbon Economy - off-shore wind farms, energy from waste, etc	1/6	14.81% 8
✓ Engineering and Manufacturing	1/6	42.59% 23
✓ Ports and Logistics - transport of goods by sea, road and rail	1/6	14.81% 8
✓ Agri-food - agriculture, horticulture and food processing	1/6	7.41% 4
Total Respondents: 54		

Q13 Are there any obstacles that are preventing you from progressing to where you would like to be? Tick ANY that apply.

Answered: 76 Skipped: 11



QUIZ STATISTICS

Percent Correct	Average Score	Standard Deviation	Difficulty
0%	2.1/8.0 (26%)	1.06	4/9

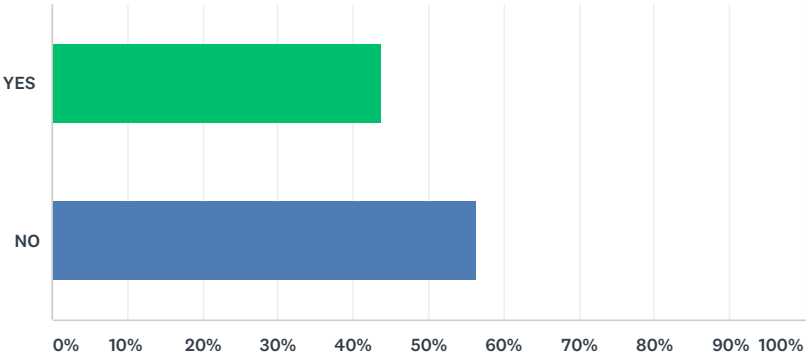
ANSWER CHOICES	SCORE	RESPONSES
✓ Availability of child care or child care costs	1/8	2.63% 2
✓ Availability of transport or travel costs	1/8	42.11% 32
✓ Confidence	1/8	36.84% 28
✓ Health issues (mental or physical health)	1/8	9.21% 7
✓ Not enough experience	1/8	46.05% 35
✓ Need better qualifications	1/8	28.95% 22
✓ Not enough good jobs where I live	1/8	27.63% 21
✓ I still don't know what I want to do	1/8	15.79% 12
Total Respondents: 76		

Q14 If you had to choose one thing, what has been the most useful element of this programme so far?

Answered: 73 Skipped: 14

Q15 At age 18, did you (or do you) have a clear idea what you wanted to do in your working life (whether or not you have progressed to this yet)?

Answered: 87 Skipped: 0



QUIZ STATISTICS			
Percent Correct	Average Score	Standard Deviation	Difficulty
100%	1.0/1.0 (100%)	0.00	7/9

ANSWER CHOICES	SCORE	RESPONSES	
✓ YES	1/1	43.68%	38
✓ NO	1/1	56.32%	49
TOTAL			87

Q16 In terms of work or career, what would you like to be doing in 5 years' time, if everything went well for you?

Answered: 81 Skipped: 6



APPENDIX 3 INTERVIEW SCHEDULES

Interview schedule v1

Key issues:

- **Concept of career and evidence of aspiration**
- **What works for them in terms of reaching their goals and aspirations**

Careers education

- You're on Career Net (18-30 Club)? What have you been doing on the programme? What's been most useful so far to helping you get onto the course or into the job that you want?
- Have you had much careers advice before? What kind of thing? Do you remember anything particularly useful? (If they have had poor experience, then what would have been useful?)
- In the jobs/courses you're looking for, what do you think employers are most looking for? (Probe a bit on this eg. if they say "experience", ask them what sort)

Work and "Career"

- Are you looking for work, or will you be in the future? (Exploring their perception of work, why they would want to work, why they would prefer NOT to work (if this applies))
- (Following from the above), do you want to develop a "career" (an area of expertise, a type of job that you would do over a period of time, getting better/building skills, perhaps aiming for promotion, something you do because you enjoy it, not just the money ...). Probe to explore their 'concept' of career, does it apply to them, is it something for the future, is it something that an immediate 'survival' job might lead to ...)

Opportunities and barriers

- What help or experiences are you receiving to help you achieve your aspirations (either short or longer term goals)? What support or opportunities would you like, now or in the future, that would help you get where you want to be? Probe this in detail, give some examples if they are struggling ...

- Are there any obstacles – for you – that stop you getting or keeping a good job? (These can be real or perceived barriers; probe further where appropriate)

Conclusion/aspiration

- Can I ask you how old you are now? So what would you like to be doing in terms of work/career when you are (+5) and (+10) years? (Do they have a concept of where they would like to be in 5 years/10 years? Probe to check out their level of aspiration (or not), and how far they have a realistic approach to achieving their goals)

Interview schedule v2 (update)

Key issues:

- **Concept of career and evidence of aspiration**
- **What works for them in terms of reaching their goals and aspirations**

Careers education

- You're on Career Net (18-30 Club)? What's been most useful so far to helping you get onto the course or into the job that you want? What would be helpful?
- How much contact with employers have you had (of any kind)? How would that help you in securing the kind of job/career you want?
- In the jobs/courses you're looking for, what do you think employers are most looking for? (Probe a bit on this eg. if they say "experience", ask them what sort)

Work and "Career"

- Are you hoping to develop a "career" (an area of expertise, a type of job that you would do over a period of time, getting better/building skills, perhaps aiming for promotion, something you do because you enjoy it, not just the money ...). Probe to explore their 'concept' of career, does it apply to them, is it something for the future, is it something that an immediate 'survival' job might lead to ...)

Conclusion/aspiration

- Can I ask you how old you are now? So what would you like to be doing in terms of work/career when you are (+5) and (+10) years (or even in 3 years if they have difficulty forward-planning)? (Do they have a concept of where they would like to be in 5 years/10 years? Probe to check out their level of aspiration (or not), and how far they have a realistic approach to achieving their goals)
- So if you had a magic wand, what would be the one thing, the one opportunity, that would most likely get you there? (If they come up with silly or totally unrealistic, probe/prompt until you are in the broad realms of reality!)



APPENDIX 4

WORK STAR



Work Star™

The Outcomes Star for finding work

Service user

First

Review

Retrospective

Worker

Completed by

Worker and service user

Worker alone

Service user

Date of completion

DD/MM/YYYY

9 - 10 Self-reliance

7 - 8 Learning

5 - 6 Believing and trying

3 - 4 Accepting help

1 - 2 Stuck

Star Notes

1 Job skills and experience

2 Aspiration and motivation

3 Job-search skills

4 Stability

Star Notes

5 Basic skills

6 Workplace and social skills

7 Health and well-being

Notes

Action Plan

Priority area and stage/step	Goal	Action	By who?	By when? (date)

Signatures:

Service user

Date

DD/MM/YY

Worker

Date

DD/MM/YY



Work Star™ © Triangle Consulting Social Enterprise Ltd | www.outcomesstar.org.uk
The Star Chart must be used with the Scales and workers trained by a licensed Star trainer



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