



New  
Philanthropy  
Capital

# What next?

## The role for philanthropy in careers education and guidance for young people

A report by New Philanthropy Capital

October 2005

John Copps



# Executive summary

- This document investigates the role for philanthropy in improving careers education and guidance for young people. It looks at the role of charities and other non-profit organisations and describes opportunities for funders in four areas: representation and campaigning, developing new approaches, working with disadvantaged groups, and linking education and business.
- Careers education and guidance enables young people to broaden their horizons by expanding their knowledge, experience and aspirations. It also teaches decision-making skills and ensures that they are in a position to make the right decision about their future.
- Careers education and guidance has important economic and social benefits. Good careers education and guidance can enable young people to make the most of the skills that they have, leading to a more productive society with greater equality of opportunity.
- The delivery of careers education is dominated by the activities of state-funded organisations. All schools have a statutory responsibility to provide careers education to young people, through providing up to date information in a careers library, work experience and work related learning through the curriculum. In England, impartial careers guidance is offered to young people through Connexions Partnerships. In Scotland and Wales, provision is through separate all-age careers guidance services.
- The recent Green Paper *Youth Matters* outlines plans to reform the careers guidance system in England. The proposals include taking responsibility out of the hands of Connexions Partnerships and devolving budgets to school level. Concerns are expressed for what this means for the impartiality of guidance and the quality of services.
- The current system has a number of significant weaknesses. It is characterised by extreme variability of provision and the need for further support for careers education within schools and colleges. It also fails to provide some pupils with adequate provision. In particular, the 'middle strata' of pupils are not well served.
- Philanthropy can help address these gaps and ensure that all young people have access to the opportunities that they deserve. This can be achieved in four ways:
- **Supporting the development of a strong advocate for the sector** to ensure government provides adequate provision for every young person
- **Supporting charities that develop new and innovative models of working**, such as materials for classroom teachers and new courses
- **Supporting the most disadvantaged young people** such as those with disabilities and those from ethnic minorities, who often experience difficulties in accessing the services offered by the state
- **Supporting the link between education and business** through charities and Education Business Partnerships. Activities such as mentoring and work experience have been shown to increase motivation and provide valuable experience of enterprise. Strengthening this link can genuinely add to the education of young people in an area where school staff have limited expertise

# Contents

[Introduction](#) [3](#)

[Background](#) [4](#)

[The current offering](#) [8](#)

[The role for philanthropy](#) [12](#)

[Conclusion](#) [19](#)

[Acknowledgements](#) [20](#)

[References](#) [21](#)

# Introduction

The period of transition from education to employment is one of the most important times in our lives

The journey from full-time education to employment can be daunting. This period of transition is one of the most important times of our lives, determining our future pathway and prospects. Receiving effective information and guidance at this time can ensure young people are in a position to make the right choices about their future, broadening their horizons and helping them to feel confident that they are pursuing a suitable and rewarding option.

The aim of this document is to investigate whether there is a role for philanthropy alongside statutory and commercial services in improving careers education and guidance for young people up to the age of 19. Key to answering this question is to look at the role of charities and non-profit organisations and how they contribute to the services available. The advantage of these organisations is that they offer the opportunity to develop innovative methods of working, react to specific needs and take risks, unbounded by many of the restrictions incumbent on the state and without worrying about the pressure to yield a financial return.

This document is written for individual philanthropists, for professional grant-makers and for corporate donors interested in careers education and guidance.

## Structure

This report is split into three sections. The first introduces the concept of careers education and guidance for young people. It briefly defines what is meant by these terms and explains the practical and economic arguments for provision. The second looks at the current arrangements for the delivery of careers guidance in schools and colleges: who is responsible for providing guidance and what options do young people have? We investigate the structure of the sector in terms of the role of the state, schools and local education authorities, charitable sector and private sector in the light of the recent government Green Paper *Youth Matters*. We also highlight the major gaps in provision. In the third section we look in detail at the role of charities and how they are contributing to careers education and guidance. We conclude with some recommendations for donors considering investing in this area.

# Background

Successful careers education puts young people in a position where they can feel confident they are able to make the 'right' decision

Careers education and guidance is crucial in helping young people break beyond the narrow horizons defined by their informal network

**This section introduces the concept of careers education and guidance. It defines what is meant by these terms and explains the practical and economic arguments for provision.**

## Careers education and guidance

Careers education and guidance refers to 'services and activities intended to assist individuals, of any age and at any point in their lives, to make educational, training and occupational choices and to manage their careers.'<sup>1</sup> These activities are about putting individuals in the position to choose the right options for them when they leave school and as they progress through working life.

Some of the literature distinguishes between *careers guidance* and *careers education*.<sup>2</sup>

*Careers education* helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. It is the process of acquiring knowledge and skills, through exposure to information, participation in work experience and careers events.

*Careers guidance* describes the support given relating to making a specific career decision, enabling young people to use the knowledge and skills they have developed to make decisions about learning and work that are right to them. Developing these skills is something that is valuable over a whole lifetime.

In practice, careers education and guidance involves two components. First is that part which is a formal body of knowledge and is taught in schools by teachers under a defined curriculum. Second, is the part which comprises impartial guidance related to the careers pathways and aspirations of individuals. Impartial guidance is provided by professional careers advisors from outside the school setting. This distinction is useful for imagining the ways young peoples' needs are met, however, many of the activities and opportunities we describe in this report cut across this distinction.<sup>3</sup> In this report, we use the terms 'careers education and guidance' and 'careers advice' to refer to this overall process.

Examples of activities in careers education and guidance include:

- Interviews with a careers adviser to talk through interests and the options available

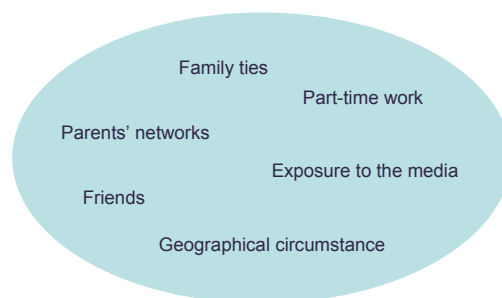
- Work with groups of young people to develop self assessment, information management and self presentation skills, often using ICT
- Access to information in careers libraries or online
- Work experience placements
- Mentoring by business people

Such activities, whether they be provided within school or not, are aimed at broadening young people's horizons and offering them new information about the world. They are also designed to teach and develop decision-making skills. Successful careers education and guidance will put young people in a position where they are able to assess all the options available to them, make choices about further education and training options and can choose a fulfilling career path throughout their lives.

## Formal and informal networks

In this report we look at organised, formal mechanisms for offering information and advice to young people. However, the literature on careers guidance also emphasises the importance of informal networks of support.<sup>4</sup> Every young person has his or her own set of personal contacts and ties, formed through family, friends, sports clubs or part-time work (see figure 1). These ties define his or her knowledge of and access to the world of work.

**Figure 1** Informal networks of careers guidance



The extent to which we are constrained by our experiences and informal networks means that young people from disadvantaged areas are likely to have access to a smaller range of career options. Just as the sons and daughters of teachers and doctors often opt to follow their parents into the same profession, the same is true of the children of shop and factory workers. Formal careers education and guidance is crucial in correcting this discrepancy and in helping all young people to

break beyond the relatively narrow horizons defined by these ties. Careers education and guidance not only widens the options available to young people but also raises their aspirations. In general it follows that those young people who have the weakest informal networks benefit the most from access to this support.

### The need for careers education and guidance

The last two decades have witnessed a period of unprecedented change in the workplace. Gone are the days when every individual followed a pre-defined pathway from leaving school to retirement; the labour market now demands more flexibility. These changes have meant that the quality and availability of guidance services from a young age has become arguably more significant than ever.<sup>5</sup>

Advice received at the beginning of working life can have a decisive influence on the career path an individual pursues and what he or she goes on to achieve. By putting young people in a better position to choose their education and career options, careers education and guidance has compelling benefits. We can divide these benefits into those that affect the individual and those that affect wider society, as outlined below.

#### Benefits for the individual

**Higher potential earning and job satisfaction** – more informed decision-making means individuals can choose a career path suited to their skills and interests, increasing the chances of long-term economic success, sense of satisfaction and personal well-being. Good careers education and guidance can also prevent individuals from 'drifting' and reduce the chances of young people being not in education, employment or training.

**Greater self-confidence and reduced feeling of anxiety** – many young people worry about their transition to the workplace. Careers guidance can reduce feelings of anxiety and worries about the future, increasing young people's self-confidence and enable them to feel in control of their situation.<sup>6</sup>

**Greater aspirations** – there is clear evidence linking effective careers guidance and planning with higher attainment and aspiration at school. Individuals with career goals have been shown to be better motivated and achieve better G.C.S.E. grades than similar individuals.<sup>7</sup> However, studies have demonstrated a statistical relationship rather than a direct causal link.

#### Benefits for wider society

**Economic benefits** – assisting individuals to find the right job can increase the prosperity of society as a whole.<sup>8</sup> Good careers guidance can help direct people to a career where they are going to be successful, ensuring they are making best use their skills.<sup>9</sup> The alternative to informed decision-making is a process of trial and error, a process that is very expensive. Careers guidance therefore has the role of reducing 'friction' in the labour market; it helps society use the skills of its labour force more efficiently.<sup>10</sup> As a consequence, the economy can become more productive. The links between satisfactory participation in work and learning and unemployment mean that careers education can potentially generate savings in healthcare, policing and protection, social security and stress. As such, careers education can be viewed as an investment.<sup>11</sup>

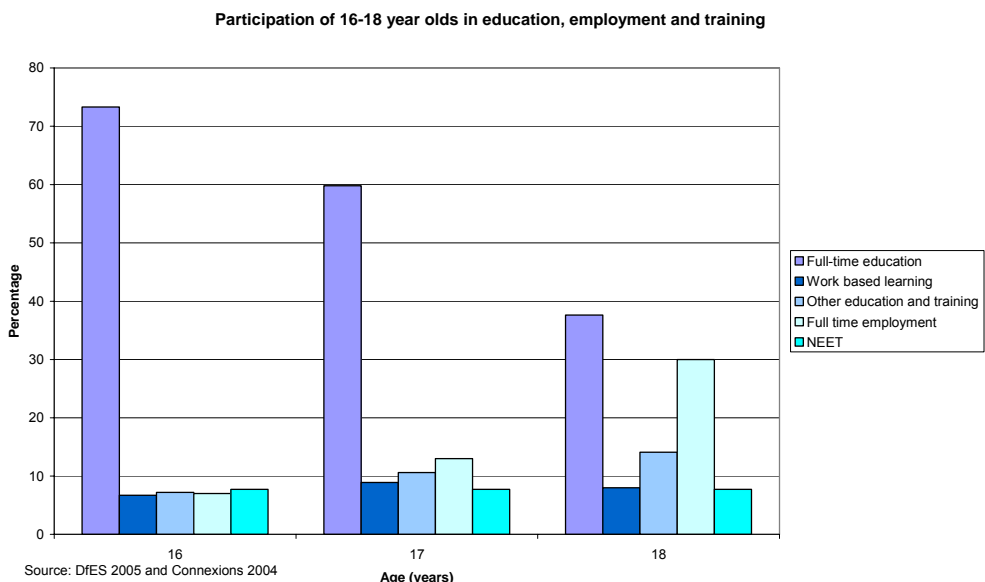
**Social equity benefits** – good careers education and guidance can contribute to making society more equal in the opportunities available to young people. Recent studies have indicated that the UK has declining social mobility.<sup>12</sup> Without effective careers guidance, many talented young people will never realise their full potential in the workplace. In particular, many young people from areas of disadvantage or from families who do not have a tradition of high achievement, end up in low skilled, low paid jobs that do not match their talents. There are also barriers to young men and women interested in jobs traditionally associated with a particular gender, such as work in the construction industry or nursing. Careers advice is important in letting young people know what opportunities are available and how to access these, particularly where informal networks are weak.

Effective careers guidance can help prevent disadvantaged young people ending up in low paid, low skilled jobs that do not match the talents that they have

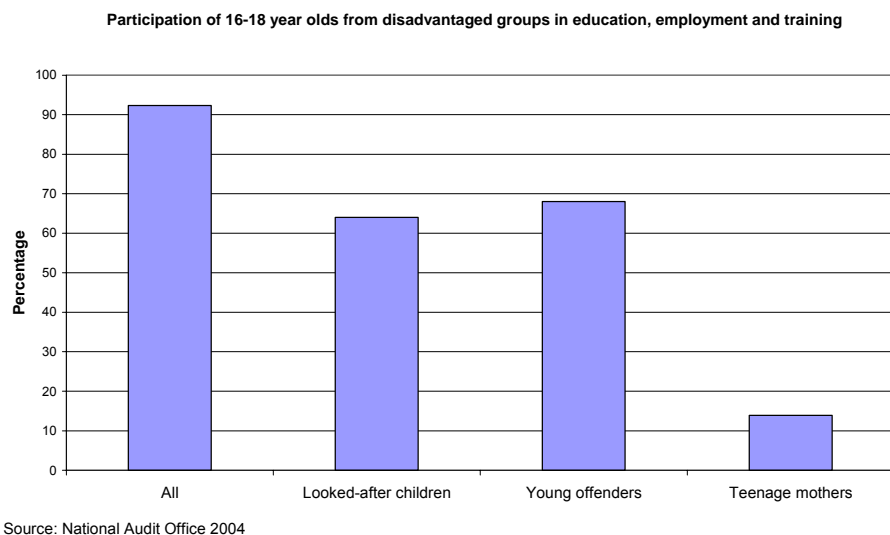
**Box 1 Post 16 participation in education, training and employment**

A major weakness of the UK education system is the relatively low participation rate of young people in education between 16 and 19. The graph below indicates that in 2004 around 73% of 16 year olds were in full-time education.<sup>13</sup> This falls to just under 60% of 17 year olds, putting the UK 27th out of the 30 members of the Organisation for Economic Co-operation and Development in post 16 participations.<sup>14</sup>

There are approximately 170,000 16-18 year olds not in education, employment or training



There are approximately 170,000, or 8%, of 16 to 18 year olds not in education, employment or training (NEET). This category is over-represented with groups including young people in care, teenage parents, young carers and young offenders.<sup>15</sup> The graph below indicates this.



Careers education and guidance can play a key part in increasing participation in education and training. The effect of career goals in raising aspirations and motivating pupils to learn has been documented.<sup>16</sup> Careers guidance can also help pupils choose the courses that are right for them, reducing the drop-out rate between ages 16 and 17.

## Implications for the shape of careers education and guidance

The case for careers education and guidance is strong. So much so that the 2004 report from the Organisation for Economic Co-operation and Development designates the provision of careers guidance a 'public good'.<sup>17</sup> This justifies public expenditure on careers education and guidance, but it also offers philanthropists a compelling reason for investment.

The OECD designates careers guidance a 'public good'

Not only do the benefits we have outlined provide a case for careers guidance, they tell us something about what a good system of careers education and guidance should look like. If careers education and guidance is to achieve the benefits listed above, practitioners and policy-makers generally accept that young people should have access to the following elements:

- Impartial, unbiased guidance
- Information that is easily accessible and up-to-date
- The opportunity to 'talk through' the options and paths available with a qualified careers specialist; information on its own is not always enough
- The opportunity to participate in work experience, to gain real life experience of the demands of industry
- Careers education and guidance that is distinct and is not subsumed within a broader concept of guidance
- Careers education and guidance that is closely linked to the job market
- Careers education and guidance that is available throughout life

These elements guide much of the practice of careers education and guidance. In the next section we look at the delivery of careers education and guidance to young people in England.



# The current offering

The government has a statutory duty to provide all young people with access to impartial careers guidance

The primary emphasis of Connexions is to reduce the proportion of young people not in education, employment or training

**This section looks at the current arrangements for the delivery of careers guidance in schools and colleges: who is responsible for providing guidance and what options do young people have? We investigate the structure of the sector in terms of the role of the state, schools and local education authorities, charitable sector and private sector. We also look to the future in the light of the recent government Green Paper *Youth Matters*. The focus here is on England, although we briefly refer to practice in Scotland and Wales.**

## Who provides careers education and guidance?

The provision of careers education and guidance is a complex mixture of contributions from many sources. This offering varies greatly in different parts of the country and between young people of different backgrounds. In general we can discern five main sources of support.

### Informal networks

As we described above, all young people have informal networks and ties. For some young people, the most important source of information is their parents and family. For others it is their friends or their teachers. Whether the advice these groups offer is useful depends on the needs and interests of the young person in question, as well as the career paths and experience of these individuals. For many young people, these informal networks are not well developed. Also, often this advice is out-of-date or misleading, even though it is well-intentioned. Access to other forms of guidance are required to broaden young people's horizons and enable everyone to choose an appropriate career path.

### Schools and colleges

The government is committed to providing access to careers education and support for every young person between 11 and 19. Under the National Curriculum, all secondary schools – including special schools and pupil referral units – have a statutory obligation to provide careers education to their pupils (Education Act 1997). Each secondary school must have an **accessible careers library** that contains up-to-date information on careers and post 16 opportunities. Every young person must also have the opportunity to gain experience of working life through a **work experience placement**. There is no similar

obligation for post 16, although many schools and colleges do provide education and guidance to their students.

Schools and colleges have a commitment to providing their pupils with a programme of work related learning and 'enterprise education' as part of the National Curriculum.<sup>18</sup> Careers education offers opportunities to strengthen the links between the education system and business as part of this commitment.

Young people are also able to exploit the potential of electronic media to access careers information. Government and commercially-funded websites such as Connexions Direct and Fast Tomato offer opportunities to explore career opportunities online.<sup>19</sup>

### Connexions Partnerships

The government also has a statutory duty to provide all young people with access to impartial careers guidance (Trade Union Reform and Employment Rights Act 1993). Since 2001, this duty has been discharged through the 47 Connexions Partnerships, working on a total annual budget of around £450m. These partnerships, which comprise local employers, voluntary groups and statutory agencies, work with schools to offer each pupil **access to a 'personal adviser'** and also support **curriculum and staff development** in careers work. Connexions blends in-house provision of services with services commissioned from external agencies, predominantly careers companies, such as Prospects or VT Careers, but also from charitable and non-profit organisations, such as the local Education Business Partnership. Connexions also runs a popular central **advice line and website** – Connexions Direct – available for young people requiring immediate advice.<sup>20</sup>

Connexions does not focus wholly on careers, but aims to provide integrated advice and access to personal development opportunities in other areas including finance, housing and sexual health.<sup>21</sup> The primary emphasis of Connexions has been on young people who are in the most vulnerable situation, reflected in its target to reduce the number of young people not in employment, education or training (NEET).

Although Connexions has been successful at meeting its NEET target, it has faced criticism that it has done so without adequately addressing the needs of others. Many have been critical of the current system's failure to provide adequate guidance to those young

people who neither possess the informal networks of guidance to support their career ambitions nor are considered disadvantaged enough to qualify under Connexions' main target.

### Education Business Partnerships

Straddling the boundaries of the education system and local business are Education Business Partnerships (EBPs). EBPs act as brokers between schools and colleges and enterprise. They developed in the 1980s and 1990s in response to government initiatives to get business more involved in education. There are now 126 active in the UK. EBPs grew irregularly in response to local circumstances, initially funded by government, but encouraged to develop their own funding streams.

EBPs are best known for providing schools with **work experience placements**. They are valued by teachers for their wide links and for taking most of the administrative hassle out of the relationships with local businesses. Where they work well, EBPs are also innovators and may oversee a wide variety of different relationships between schools and colleges and businesses, including programmes of **mentoring to support young people, professional development placements for teachers in industry, and careers events**.

In a good partnership the relationship between schools and colleges and businesses is reciprocal: pupils can experience greater closeness to the job market, and businesses can input into the development of the next generation of employees.

Education Business Partnerships are valuable in harnessing the contribution and energy of employers

The irregular development of the EBP movement means that no one partnership is the same. Although they generally carry out similar activities, they are all separate organisations – some housed within the local authority, some led by local business, and some registered charities.

### Charities

Working both within the context of statutory provision and independently, there are a small number of charities offering careers-related activities. These organisations are an important part of the landscape of education and guidance, developing new projects, and linking up guidance with other activities. They provide a number of important activities including:

- challenging established orthodoxy and campaigning on behalf of service users, professionals and employers
- developing new models of working
- addressing the needs of disadvantaged groups
- linking business and education

The role of careers education and guidance in the 'advancement of education' and improving the lives of young people qualify these activities as charitable.

We discuss the contribution of these groups in more detail in section three.

The table below summarises the role of each of these organisations in the delivery of careers education and guidance.

**Figure 2 The main agencies in the provision of careers education and guidance**

Type of organisation	Description
<b>Informal networks</b>	<p>Based on the experience and expertise of parents, family and friends.</p> <p>Easily accessible, high level of trust.</p> <p>Strength of network depends on individual background – social, economic and ethnic.</p> <p>Guidance is often limited and may be misleading. There may be clear bias towards particular occupations and career paths.</p>
<b>Schools, colleges and work based learning</b>	<p>Statutory duty to provide careers education between years 7 and 11 (ages 11 to 16), including offering work experience and access to careers library. Teachers are also required to integrate an element of ‘work related learning’ into each subject curriculum and teach ‘enterprise education’.</p> <p>Easily accessible, teachers already have knowledge of pupils’ skills and interests.</p> <p>Quality of provision patchy, only one third of careers co-ordinators in schools have a formal careers qualification, and in some schools the status of careers education is low.</p> <p>Where the school has a sixth form, guidance tends to have a bias towards staying on.</p> <p>Youth Green Paper proposes shifting purchasing power from Connexions Partnerships to schools, colleges and local authorities.</p>
<b>Connexions partnerships</b>	<p>Carry out the statutory duty to provide impartial careers guidance to young people between 13 and 19, whether at school, college or not in education, employment or training. Annual budget is £450m.</p> <p>Offer impartial advice and guidance through qualified ‘personal advisers’. Produce resources to train school teachers.</p> <p>Not solely concentrated on careers guidance but has a more expansive remit. Targets means Connexions focuses on NEET group.</p> <p>Connexions Direct provides online and telephone advice to all young people centrally.</p>
<b>Businesses</b>	<p>Recruit young people.</p> <p>Offer work experience opportunities and business mentoring.</p>
<b>Education business partnerships</b>	<p>Act as a broker between schools and colleges and business.</p> <p>Provide work experience, business mentors, careers events and local information.</p>
<b>Careers companies</b>	<p>Profit-making companies, including Prospects and VT Careers</p> <p>Deliver services under contract with schools or Connexions Partnerships</p>
<b>Charitable sector</b>	<p>A diverse range of organisations, including charities, Education Business Partnerships, and non-profit membership organisations</p> <p>Roles include: challenging the established orthodoxies of the state and campaigning on behalf of service users, developing new models of working, addressing the needs of disadvantaged groups and linking business and education</p>

The provision of careers education and guidance is a complex mixture of contributions from many different sources

## Policy context

For years careers education and guidance across the UK has been delivered to young people through a partnership model of school-based provision and external government-funded support. Recently, this system has undergone a transformation in Scotland and Wales, with the movement to an integrated all-age guidance service outside schools. In England, the trend appears to be towards abandoning this partnership model, with the Green Paper *Youth Matters* proposing the reallocation of responsibility for careers education solely to schools and local authorities.<sup>22</sup> Schools and local authorities will be given the power to buy in external expertise or opt to deliver wholly in-house. This heralds a significant change to a model that has existed across the education system for decades.

The implications of these changes and how far they will go are unclear at this stage. The future of Connexions services is uncertain. Many will undoubtedly remain as contractors for schools and local authorities, but many will be in jeopardy. The Green Paper is officially out to consultation until early November. However, there has been almost unanimous concern across the sector about what this means for careers guidance, including:

- Concern that giving schools the sole responsibility for providing careers guidance compromises impartiality, as schools have an incentive to encourage pupils to stay on in their sixth forms
- Concern that, if funds are not ring-fenced for careers guidance, schools will retain the money and use it for other purposes
- Concern that the structural change will mean that current expertise in careers education and guidance, which is in short supply, will be lost
- Concern that careers education and guidance will be lost within the more generic concept of guidance and social support

The likely change in policy foretold by the Green Paper indicates a new departure for careers education in England. But as some commentators have observed, it is not clear how much the new arrangements will address some of the more long-standing issues with the current provision. It is to these gaps that we now turn.

## Gaps in provision

Up to now this document has reviewed the arrangements for careers education and guidance. Before we look in detail at the potential role for philanthropy in this area we

need to identify the gaps in existing government provision.

Alongside the Green Paper published in July 2005 was an 'end to end review' of careers services.<sup>23</sup> This focused on the effectiveness of the delivery chain from policy decisions within the Department for Education and Skills to the provision of services. The review drew widely on previous studies, notably those by the National Audit Office, the Organisation for Economic Co-operation and Development and Ofsted, and highlighted a number of significant weaknesses in the system. Alongside the findings of this document, during our research NPC reviewed a number of other papers and spoke to practitioners, academics and experts to identify the major gaps in the current offering.<sup>24</sup> The main concerns expressed are:

- There is extreme variability in provision between different schools and colleges: some have well-qualified teachers, effective relations with local businesses and a good careers library, while others have very limited provision<sup>25</sup>
- There is a lack of impartiality in some careers guidance, particularly in schools that have sixth forms
- There is need for further support for some schools and colleges. In a DfES survey, 46% of careers co-ordinators requested more support for their careers programmes.<sup>26</sup> Two thirds of teachers responsible for careers education and guidance have no formal careers qualification.<sup>27</sup>
- There is a consistent failure to offer adequate resources to address the needs of the 'middle strata' of pupils. Those young people who are most disadvantaged are generally well served by Connexions; those in the 'upper strata' tend to have access to good informal networks. By contrast, the group in the middle miss out on the opportunities available to the 'upper strata' but are not disadvantaged enough to qualify for Connexions' targeted support
- For pupils from disadvantaged groups, such as those from ethnic minorities or those with disabilities, the main problem of careers guidance is that of access to services

These weaknesses indicate failure in the existing arrangements for delivering careers education and guidance. As a consequence it is hard to say that the current system is good at addressing the needs of the majority of young people. With these weaknesses in mind, it is easy to identify a role for philanthropy. It is more difficult to determine which organisations should be supported. The next section investigates this role and explores some of the options available to donors.

There is a consistent failure to offer adequate resources to the 'middle strata' of pupils

It is hard to say that the existing careers education and guidance system is good at addressing the needs of the majority of young people

# The role for philanthropy

Charities have an important role to play in influencing the activities of the state

**In this section we outline the role for philanthropy in improving careers education and guidance.**

## Priorities for philanthropy

Government-funded initiatives dominate careers education and guidance. However, the weaknesses outlined at the end of the last section, and the presence of charities and other agents outside government seeking to address these gaps provide ample opportunities for a donor wishing to support initiatives in this area. This section outlines these opportunities.

NPC has identified four areas where philanthropists can make a significant additional contribution. These areas have been chosen on the basis of the activities charities and other non-profit organisations are already engaged in, and the activities the state either cannot do (e.g. campaigning and advocacy activities) or is not best placed to do (e.g. reaching out to the most vulnerable members of society or forging relationships with business).

The four areas are:

- Representation and campaigning
- Developing new approaches
- Working with disadvantaged groups
- Linking education and business

Each of these areas is addressed in more detail below. In each case we give examples of organisations, outline their activities, and the results of these activities. The descriptions in this section do not amount to funding recommendations, but are intended to indicate what can be achieved with a well-directed donation. In the last section we identified a need for support for young people through careers education and guidance. This section is an attempt to identify vehicles to meet this need.

Unless otherwise stated, all of the organisations considered in this section are registered charities.

## Representation and campaigning

Non-profit organisations have an important function to play in influencing the activities of the state and ensuring the interests of all people for careers education and guidance are represented.

There are a number of organisations that campaign for improvement in careers education and guidance, representing the interests of users and practitioners, and seeking to ensure changes in government policy and funding. These organisations aim to ensure the government's offering meets the needs of young people. They campaign to change legislation, influence the shape of policy and reflect the concerns of practitioners.

There are three main organisations in this area: The Institute for Careers Guidance, the National Association of Careers and Guidance Teachers, and The Guidance Council.

### The Institute of Careers Guidance

The Institute of Careers Guidance (ICG) is a membership organisation for careers professionals. It seeks to influence government and ensure that all its members are kept up-to-date with the latest debates and discussions through providing information. It aims to spread good practice through its regional networks. It runs regular conferences, regional consultations for professionals, and commissions research. Its membership is predominantly composed of qualified careers professionals working for Connexions and careers companies.

The ICG is funded through a combination of membership fees, sponsorship and income from trading activities. The ICG is not a registered charity.

[www.icg-uk.org](http://www.icg-uk.org)

### National Association of Careers and Guidance Teachers (NACGT)<sup>28</sup>

NACGT is a membership body for all teachers of careers guidance in UK schools and colleges. It seeks to support its members with professional development, supports research and ensures its members are kept up-to-date through its networks. It also performs a campaigning role, pressing government to ensure that all young people get their entitlement to impartial careers guidance from a trained professional. The Association currently has about 2,000 members and aims to increase membership to cover every secondary school and college in England and

Wales. The NACGT is the only national campaigning body specifically focused on the needs of young people.

NACGT is funded through membership contributions. NACGT is not a registered charity.

[www.nacgt.org.uk](http://www.nacgt.org.uk)

### The Guidance Council

The Guidance Council is a national charity and membership organisation for all age guidance provision in the UK. It was founded by the CBI and the RSA in 1993 to raise public awareness and to promote high quality standards and better access to careers guidance.<sup>29</sup> It seeks to influence government by campaigning for individuals' entitlement to access a wide range of sources of high quality careers education and guidance. It is unique in being governed by a board comprising representatives of users of services, representatives from industry, representatives from education, and providers of services. The Guidance Council is strongly in favour of a universal all-age careers guidance service, based on a code of practice of impartiality, confidentiality, equality of opportunity, transparency and accessibility.

Notable achievements include developing a national standard for guidance practice, known as the 'Matrix Standard'.<sup>30</sup> Currently, it is leading a bid to create a National Guidance Policy Forum whose aim is to improve guidance through participation in debate and research, and by steering policy making.<sup>31</sup>

The Guidance Council is funded through membership subscriptions and government sponsorship. Both the ICG and NACGT are members. In 2003-04 the Guidance Council's income was £787,000.

The Guidance Council has recently experienced a funding crisis which has radically affected its form and capacity. This was caused by the decision not to reapply for the Department for Education and Skills' contract to deliver the Matrix Standard and the subsequent failure to secure alternative sources of core funding. It has made its staff redundant, but vows to continue with its board remaining in place. It is governed with a strong vision and will continue its work, albeit with a reduced capacity, until it becomes financially viable again. At this point there is an opportunity to significantly affect the future of The Guidance Council.

[www.guidancecouncil.com](http://www.guidancecouncil.com)

### Results

As often is the case, measuring the impact of campaigning activities poses challenges. Between the three organisations there is a

lack of evidence as to how effective they are but all claim to have been successful in influencing policy change in the past. The ICG has a particularly strong network of careers guidance professionals, the NACGT is the only representative body focused specifically on careers guidance for young people, and The Guidance Council has been successful in its championing of quality standards across the careers guidance sector.

One of the notable weaknesses of the careers guidance sector is the number of bodies that claim to represent the interests of careers users and professionals. For a relatively small sector, it is extremely crowded, and there seems to be little to choose between the organisations. The disadvantage of this situation seems to be a dilution of the voice.

Judging from the recent Youth Green Paper, which seems to have been greeted with almost universal dissatisfaction across the sector, the sector suffers from not having a strong advocate. On the other hand, the dissatisfaction may be more the result of political will and what one professional described as 'a lack of commitment at ministerial level'.

Despite the lack of evidence for the effectiveness of campaigning organisations in this sector, the weaknesses outlined in the last section indicate that there is a place for a body to campaign for better provision. A role for philanthropy could be to create this strong advocate. The work by the Guidance Council on a National Guidance Policy Forum perhaps provides a vehicle for this, but internal politics may impede progress.

### Developing new approaches

Charities are active in providing services to schools and colleges. Most of this work is funded by fees from the school or local educational authority. However, these fees do not typically pay for the costs of research and development. The charities below are all involved in developing innovative new models of working with schools. In particular, these innovative projects are often most effective at reaching the 'middle strata' of pupils, who do not always get the attention that they require.

### CRAC (The Careers Research and Advisory Centre)

CRAC is well regarded across the sector for developing new products and approaches to careers education. Its innovation is strongly research led: as part of its work it sponsors a network of researchers and practitioners known as the National Institute of Careers Education and Counselling (NICEC). CRAC works on all aspects of careers guidance, but has particular expertise with the 14-19 age group. Last year CRAC worked with 800 schools and 12,000 pupils.

Measuring the impact of campaigning organisations is difficult

The innovative approach of charities can be particularly effective at reaching the neglected 'middle strata' of pupils

Most recently, CRAC has pioneered a six month programme called Insight Plus, which aims to improve decision-making skills, increase employability and give pupils the opportunity to work towards an accredited qualification. Insight Plus uses the learning available to pupils through their casual work experience, and gives structured support through workshops and a variety of interactive materials. Each participant also receives a mentor to support him or her for the duration of the programme.

After they have been developed, courses like Insight Plus are relatively inexpensive to implement as they rely on the contribution of business volunteers and can be delivered within schools. CRAC receives funding from government contracts and sells its services to schools and local education authorities. It also benefits from the support of companies through sponsorship of events or courses. In 2005 CRAC had an income of £4.7m.

[www.crac.org.uk](http://www.crac.org.uk)

### **The Trident Trust**

The Trident Trust is a charity that works with schoolchildren to improve their employability and to raise aspirations for life beyond the classroom. It works with around 1,200 schools around the country, including 200 special needs schools and 60 pupil referral units for young people excluded from school. It offers a mixture of direct programmes, training for teachers and materials to enable teachers to deliver its programme in school.

The Trident Trust is best known for the programme 'Skills for Life' that incorporates three elements: work experience, a personal challenge and community involvement. Through the experience and evaluation of these activities, young people are given the opportunity to work towards an accredited qualification.

Trident has an annual income of around £4m. It receives funding from the Department for Education and Skills and schools as a general contribution to the work experience element of the programme. However, it relies on the support of donors and businesses for the other elements of its work, to improve the quality of the programmes and to meet the research and development costs of any additional resources. Aside from financial contributions, Trident relies on the direct involvement of industry to provide work experience opportunities.

[www.thetridenttrust.org.uk](http://www.thetridenttrust.org.uk)

### **The UK Career Academy Foundation**

The UK Career Academy Foundation offers a new way of bringing education about the world of work into schools, based on a concept

imported from the United States. 'Career academies' are 'schools within schools' which teach a full-time focused programme of work related learning tailored around different business functions. The two year course for 16 to 18 year olds, which has been approved by the Learning and Skills Council, combines study-based modules, business mentoring, and a six week 'internship' within industry. Unlike traditional academic courses, career academies are 'business-led' and sharply focused on the practicalities of industry and working life.

The scheme runs within 25 schools and colleges in the UK (14 in London and nine in other locations in England) and is equivalent to three 'A' levels. It is aimed principally at those young people who are underachieving but who have demonstrated the potential to succeed – those from the 'middle strata' described above. At present all the programmes in the UK focus on careers in financial services, but the UK Career Academy Foundation intends to expand to other functions such as human resources and ICT.

Career academies are located within schools and colleges in metropolitan areas with high levels of deprivation, but it is hoped the course can be successfully replicated across the country. Like all approved post 16 courses, schools running the scheme get funding from the Learning and Skills Council, although this does not cover the central costs of developing the course. The programme has been up and running in the UK for only three years in pilot stage, and the Foundation is now looking to significantly scale up activity. It has already begun this process, adding 11 new academies in September 2005.

In 2004-05, the UK Career Academy Foundation spent £320,000. It received funding from a variety of sources including businesses, grant-making trusts and contributions from the schools where the programme is active. In the US, career academies enjoy the financial and practical support of a variety of businesses. There is a similar potential role for philanthropy as career academies grow in the UK.

[www.careeracademies.org.uk](http://www.careeracademies.org.uk)

### **The Centre for Guidance Studies (CeGS)**

The Centre for Guidance Studies (CeGS), based at the University of Derby, is an innovative not for profit research centre. It has established itself at the centre of guidance research and development activities. CeGS aims to bridge the gap between policymakers, researchers, teachers, and practitioners by conducting research and developing new approaches to careers education and guidance activities. This includes work on guidance for young people.

In 2004, CeGS established a National Library Resource for Guidance (NLRG). This is a unique collection of materials and expertise designed to inform and support the practice of careers education and guidance. Through membership of the NLRG, policy-makers, practitioners, teachers, and researchers have access to both published material online and experts in the field. As the NLRG develops there is the potential to invest in the further use of this knowledge, for example through e-learning and other training resources.

CeGS obtains approximately 80% of its funding from research contracts. It also has income from membership fees of the NLRG. It receives 'in kind' support through the provision of premises and ICT support from the University of Derby.

[www.derby.ac.uk/cegs](http://www.derby.ac.uk/cegs)

### Results

The evidence available on all three initiatives is encouraging. CRAC has a history and reputation of developing good products designed for use in the classroom. All CRAC activity is evaluated by questionnaires to teacher and students. The response to early pilots of Insight Plus has been good. Pupils report that the programme helped them to recognise their own skills and get more out of their part-time jobs. Teachers reported that Insight Plus was valuable in building students' confidence and provided further sources of expertise and ideas for their own teaching.

Trident evaluates its programmes through end of year reviews with participants, questionnaires and surveys for employers. These reviews focus on qualitative aspects of the experience offered and the effects on 'employability'. Much of Trident's work is evaluated by schools and the continued demand for its services suggests that teachers' and pupils' experiences are positive. Trident has also been given a good review by Ofsted's 2001 evaluation of work related learning in schools.<sup>32</sup>

Although work of the UK Career Academy Foundation is in its infancy, there are early indications of some success, as well as a considerable body of evidence from the US. In 2003, 85% of UK career academy students graduated with offers from universities, well above what was expected of those pupils prior to the course. In all cases the course has been oversubscribed.

Evidence from the US corroborates these early findings. Career academies seem to have a particularly significant effect on aspiration. In a US study from 2000, over 90% of academy students went on to higher education. 'At risk' groups were introduced to career options and knowledge of professional career paths that were not previously available to them. Furthermore, even years after leaving

a Career Academy, graduates rated their Academy internship highly and considered it helpful in their career decisions.<sup>33</sup>

CeGS is an important part of the careers guidance community. In 2004 its courses and events were attended by 300 delegates. The NLRG has a membership of 700, growing by approximately 25 every month. Determining the influence of these activities is extremely difficult but CeGS and the NLRG is undoubtedly an important national resource. The extent to which it will play a part in the future development of guidance services for young people will only be known in time.

### Working with disadvantaged groups

With its remit to provide universal careers education, inevitably the state struggles to provide an adequate offering for everyone. As a result, some young people do not receive the opportunities for advice and guidance that they deserve.

Often the issue is access to services, perhaps due to lack of knowledge of what is available or perception that the service is 'not for me'. In other instances, physical or learning disabilities prevent young people from fully accessing services. More than anyone else, young people who are disadvantaged in some way require education and guidance to enable them to move beyond the narrow horizons defined by their immediate personal network and ties. In many cases, the barriers to achieving this are great. There are a number of charities that work to ensure that these young people are not left out.

The charities outlined in this section seek to address the needs of two groups of young people – disabled young people and those from ethnic minorities – through activities including campaigning and advocacy, and development services.

#### **Skill: National Bureau for Students with Disabilities**

Young people with disabilities have unique needs. Leaving school, they may be disadvantaged in the workplace or in selecting a place for further study. They often find that the systems of advice and guidance are not able to deal adequately with their particular needs. They may also feel patronised and frustrated, at risk of social exclusion in a system that does not match their aspirations. Recent figures show that 26% of disabled young people at aged 18 are not in education, employment and training compared to 11% of young people without a disability.<sup>34</sup>

For these young people, the charity Skill acts to improve the experience of the transition from education to employment. Its role is as information provider and advocate on behalf of young people, supporting them with the

In the case of marginalised young people, the main problem is access to services



practical difficulties of continuing learning or moving into employment as well as representing their interests at policy level through campaigning and awareness raising activities. Its work includes:

- Giving information and advice to disabled young people and their families through a telephone advice line and publications, which provide guidance on topics including government benefits, transport difficulties, and access to further or higher education
- Campaigning and influencing government to ensure that the needs of young people with disabilities are not forgotten in policy
- Research and development to ensure that the resources available to young people with disabilities are fit for purpose and up-to-date. For example, Skill is currently undertaking a project to develop interactive materials for young people with sensory impairments
- Conferences and events to raise awareness about the needs of young people with disabilities and to provide a forum for discussion and dissemination of the findings of research

Skill has an annual income of around £1m. It is funded with the support of corporates, grant-making trusts and the Department for Education and Skills.

[www.skill.org.uk](http://www.skill.org.uk)

### **The Black Training and Enterprise Group**

Young people from ethnic minorities can face significant barriers in making the transition from compulsory education to further education and training. They may experience pressures linked to faith, gender and culture. Studies have shown that some ethnic minorities are over-represented in the young children who are disengaged and disaffected at school.<sup>35</sup> According to one study sample, 17% of black young people at aged 18 are not in education, employment and training compared to 12% of white young people.<sup>36</sup> These problems are compounded by a lack of understanding in delivery of careers education. One study notes how there is a lack of understanding of the diversity of ethnic minority young people within some Connexions Partnerships.<sup>37</sup> As a consequence of these factors, there is a need to improve the careers education and guidance offered to ethnic minority young people. The charitable sector is ideally placed to do this.

There are no organisations that exist specifically to address the needs of young people from ethnic minorities for careers

education and guidance, but there is a charity that seeks to ensure equality of opportunity more generally in work-related matters. The Black Training and Enterprise Group (BTEG) seeks to represent the interests of all people from ethnic minorities in the workplace. BTEG aims to increase employment rates among ethnic minorities and to ensure that the UK has a workforce representative of its population. Its role is principally as a voice for ethnic minority communities, ensuring they are fully included in all the economic opportunities society offers. It works with government departments and major employers and is represented in a number of important policy forums.

BTEG's work on careers guidance and opportunities for young people has been limited to date. However, BTEG has engaged with Connexions since it began and has had close links with the East London Connexions Partnership.<sup>38</sup> There is undoubtedly a gap in addressing the needs of ethnic minority young people for careers guidance. Although many of the organisations we describe in this section focus on these groups as part of their mission, there is a need to address more specific needs. With its broad understanding of workforce issues, BTEG appears well placed to do this.

BTEG is funded through a combination of grants from government, including the Home Office, and independent grant-making trusts. It has an annual turnover of around £500,000.

[www.bteg.co.uk](http://www.bteg.co.uk)

### **Results**

The role for philanthropy in supporting disadvantaged groups is principally in supporting organisations that represent their specific needs and campaign for a better careers guidance offering. The government has a responsibility to provide careers education to all young people, regardless of their particular circumstance, and so the bulk of the delivery of the services remains within state-funded organisations.

The barriers that disadvantaged young people face in accessing high quality careers guidance are significant. Skill has placed itself at the centre of providing information for young people with disabilities making the transition from school. Ultimately, this information puts parents and pupils in a better position to consider options and for the young people to succeed in later life. It is more difficult to capture the benefits of the campaigning role of BTEG. Its high level of exposure in the sector press and in policy discussions has made it a prominent organisation in the area although it is difficult to measure the overall results of its activity.

Both organisations described in this section are well-known and highly regarded in the

Although many schools have direct relationships with businesses, most require help in establishing and managing these links

sector, although there is a lack of evidence about the results of their work. Our research has demonstrated that there is a significant weakness in the provision of careers guidance to disadvantaged young people. Skill provides a voice and source of information for young people with disabilities, but a similar focused service does not exist for young people from ethnic minorities.

### Linking education and business

As most school and college leavers will eventually enter the labour market, the involvement of employers is a crucial part of any programme of careers education and guidance for young people. This section looks at the potential role for philanthropy in bringing education and work together through providing young people with direct experience and insight into the world of work. We have already looked at the work of charities such as the Trident Trust and the UK Career Academy Foundation earlier in this section that present innovative models of working with business. This section builds on that description.

Although many schools and colleges have direct relationships with employers, many require help in establishing links and managing these relationships. This role is carried out by Education Business Partnerships (EBPs).

The quality and extent of services offered by EBPs are variable. Some are highly effective, some much less so. The key variables appear to be the quality of leadership, personnel and the co-operation of businesses in the local area. Where EBPs do work well, their activities may extend beyond careers education to the wider role of businesses in education, including companies sending their staff to act as mentors to teachers, or to help primary school children learn to read and write.<sup>39</sup>

There is an obvious role for engaged philanthropy within Education Business Partnerships: their success depends on the generosity of businesses in terms of the opportunities they offer young people. However, Education Business Partnerships can also be supported in developing their programmes of support and in managing the interaction between business and schools. To illustrate the opportunities available, two examples of education business partnerships are given below.

#### Tower Hamlets Education Business Partnership

Tower Hamlets Education Business Partnership (THEBP) is a registered charity established in 1991. It encourages the private sector to work with schools in Tower Hamlets on a range of projects designed to raise achievement and provide pupils with opportunities to improve their work-related skills. THEBP works with a variety of

businesses, particularly from the City and Canary Wharf area.

THEBP works in one of the most deprived areas of the UK. Within the borough of Tower Hamlets, 66% of pupils qualify for free school meals against a national average of 18%. For 64% of pupils English is a second language. THEBP undertakes a range of works with local schools, helping pupils develop confidence and raising their aspirations by bringing both practical experience of the world of work to them and presenting a positive image of working life. It also provides developmental opportunities for staff, through interaction with business. The programmes offered by THEBP benefit all aspects of schools in Tower Hamlets, including:

- **With primary schools** – volunteers from businesses go into schools to help with activities to improve pupil literacy and numeracy skills and to motivate them to learn. By presenting a positive role model from business at all early age, the programme hopes to raise pupils' aspirations and have a positive effect on achievement
- **Work in secondary schools** – THEBP have an extensive programme of work with young people in secondary schools. They help children through providing work experience placements, practice interviews and providing business mentors
- **School management support** – THEBP gives teachers the opportunity to benefit from the skills of business professionals, through offering placements in industry and mentoring. THEBP also encourage business people to become involved in the governance of schools

THEBP has an annual income of £1.1m. It receives funding from a variety of statutory sources, including the local education authority, Learning and Skills Council and London Development Agency. It also benefits from the support of a large number of businesses and grant-making trusts.

[www.thebp.org.uk](http://www.thebp.org.uk)

#### Southwark Education Business Alliance

Southwark Education Business Alliance brings together schools and businesses across the borough of Southwark. It aims to raise aspirations by developing young people's skills, personal qualities and employability. Its activities are similar to many of those undertaken by other EBPs, including offering work experience placements and opportunities to have a mentor. It also runs innovative programmes similar to THEBP encouraging the involvement of business in primary schools, and professional support. Southwark

The success of education business partnerships relies on the generosity of businesses

Education Business Alliance is a business unit in the Regeneration Department of Southwark Council. It is core funded by the Council and receives ongoing funding from the government. However, like all EBPs, it is dependent on the involvement of business through donations of time and skills.

[www.southwarkeba.org.uk](http://www.southwarkeba.org.uk)

### Results

Where they work well, Education Business Partnerships have a lot to offer. In most cases, they are the main link between schools and the world of work, and a valuable contributor to the education of young people. Their best known role is as the co-ordinator of work experience opportunities, something that has now become a statutory requirement for all pupils, but they are also valuable in harnessing the contribution of employers in other ways, as the two examples above illustrate.

Tower Hamlets Education Business Partnership makes a valuable contribution of the education of children in the East London borough. From its programmes of work experience and mentoring, schools report seeing noticeable improvements in basic skills and self-confidence. Pupils also report positive experiences and a better sense of the opportunities available to them. Benefits often extend beyond the boundaries of careers education and guidance into other areas. For example, THEBP have found that young boys brought up by a single mother often benefit greatly from the addition of a role model from business.

Southwark Education Business Alliance evaluates all its work with questionnaires to students, teachers and employers. These report good work, and schools report that subsequently many students go on to further education as a result of the experiences they have gained through the work of the Alliance.

### Other organisations

This document has undertaken only a relatively brief review of the activities surrounding careers education and guidance. Below are a number of other organisations who are active in the area and who deserve investigation:

- Action for Kids – [www.actionforkids.org](http://www.actionforkids.org)
- Businesses Dynamics – [www.businessdynamics.org.uk](http://www.businessdynamics.org.uk)
- CSV Education for Citizenship and Enterprise Education – [www.csv.org.uk](http://www.csv.org.uk)
- Dare 2 Employ Us – [www.dare2employus.com](http://www.dare2employus.com)
- FutureVu – [www.futurevu.com](http://www.futurevu.com)
- The National Enterprise Network – [www.nationalenterprisenetwork.co.uk](http://www.nationalenterprisenetwork.co.uk)
- NFTE UK, the Network for Teaching Entrepreneurship – [www.nfte.org.uk](http://www.nfte.org.uk)
- Young Enterprise – [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

In addition, this report has not looked at industry-specific activities to support careers opportunities for young people. For example, the organisation Agenda Construction for Women aims to promote access for women in the construction industry. This report has also not looked at the role advice and guidance can play in addressing educational issues that are not directly related to careers advice, such as mentoring children at risk of truancy and exclusion.

# Conclusion

Where philanthropy can make the greatest contribution is not simply in the writing of a cheque, but in offering practical support

Careers education and guidance is a vital part of making a successful transition from school to further education, the workplace, and beyond. This report has shown that there is ample opportunity for philanthropists to improve what is currently available to young people. Well directed, this support can significantly better the opportunities available to young people, motivate them to engage more in education and put them on the path to greater success in the world of work. The organisations described in this report offer opportunities at all levels of engagement. Philanthropy can contribute to careers education and guidance not only in the writing of a cheque but by offering practical support and time to organisations.

## Opportunities

Although government-funded services dominate the careers offering, the charitable sector has important roles to play in supporting, developing and challenging this offering. This report reviewed the work of a number of organisations and a role for philanthropy emerged in four areas.

We found that there is a clear need for the careers guidance sector to have a strong independent advocate. It is not clear that any of the representative bodies are able to take on this role at present. One opportunity for philanthropy is to support the development of such an advocate.

Second, philanthropy can contribute to improving the experience of careers education in schools and colleges by supporting innovation and the dissemination of effective models of working.

Third, supporting charities that work for the interests of the most disadvantaged pupils, such as young people who are disabled and young people from ethnic minorities, can help ensure greater equality of opportunity.

Finally, perhaps the best opportunities for philanthropy lie in strengthening the links between education and the business community. Linking business and education is not a speciality of most schools. Teachers already have a huge number of responsibilities and their limited experience outside the education sector does not put them in the best place to manage such activity. Education Business Partnerships, charities such as The Trident Trust and UK Career Academy Foundation, provide a mechanism through which philanthropy can add unique skills and insights within the education system.

## Issues

This report has undertaken a broad scoping of careers education and guidance for young people in the UK. However, due to limitations in the data available, questions remain about the effectiveness of each different method of delivery. There is an absence of good data on the outcomes of careers guidance, in particular the effect on long-term employment prospects. The public policy environment also remains uncertain. When the green paper turns into a white paper, what impact will this have on careers guidance? How will the new regime address the problems we have noted, and will the fears about the new arrangements be realised?

Despite uncertainties, broadening young people's horizons and providing them with information on careers is imperative for the economic well-being of the country, for individual successes and for achieving equality of opportunity for all our children. Philanthropy can add much to this.

# Acknowledgements

**We are very grateful to the following individuals – and their organisations – for their input into this report:**

Jenny Asher  
Judy Alloway  
Phyllis Black  
Chris Evans  
Deirdre Hughes  
Carol Kay  
John May  
Robin Mellors-Bourne  
Colm Murphy  
Anne Parkinson  
Paul Poulter  
Fiona Sandford  
Fiona Taylor  
Mike Tyler  
Baljinder Virk  
Neil Wilson  
Jenny Wood  
Hazel Wright

National Education Business Partnership Network  
The Guidance Council  
Skill: National Bureau for Students with Disabilities  
The Institute of Careers Guidance  
Centre for Guidance Studies, University of Derby  
Southwark Education Business Alliance  
UK Career Academy Foundation  
CRAC  
St. John's R.C. Comprehensive School, Gravesend  
The Guidance Council  
The Trident Trust  
London School of Economics Careers Service  
CRAC  
East London Education Business Partnership  
The Black Training and Enterprise Group  
East London Connexions Partnership  
Eltham Green School, Eltham  
Department for Education and Skills

We are also indebted to the following individuals who provided us with valuable input after taking the time and care to read the consultation version of this report:

Judy Alloway  
Ruth Hawthorn  
Deirdre Hughes  
Carol Kay

The Guidance Council  
National Institute of Careers Education and Counselling  
Centre for Guidance Studies, University of Derby  
Southwark Education Business Alliance

# References

---

- <sup>1</sup> OECD/European Commission (2004) *Careers guidance: A handbook for policy makers*.
- <sup>2</sup> Department for Education and Skills (2003) *Careers education and guidance in England: A national framework*.
- <sup>3</sup> This distinction is sometimes expressed in terms of Careers Education and Guidance (CEG) and impartial Information, Advice and Guidance (IAG).
- <sup>4</sup> Granovetter (1973) *The Strength of Weak Ties*, American Journal of Sociology 78(6): 1360-1380.
- <sup>5</sup> Hughes (2004) *Investing in career: prosperity for citizens, windfalls for government*, University of Derby.
- <sup>6</sup> Millar and Brotherton (2001) *Expectations, recall and evaluation of careers guidance interviews by pupils and careers advisers: a preliminary study*, British Journal of Guidance and Counselling, Vol. 29(1).
- <sup>7</sup> Careers Scotland (2002) *Career goals and educational attainment: what is the link? A study of school pupils' perceptions*.
- <sup>8</sup> A paper commissioned by The Guidance Council (2004) *Investing in career: prosperity for citizens, windfalls for government* argues a strong economic case for the benefits of investing in careers guidance. For example, the authors argue that better careers guidance could result in more of the population being in regular and appropriate work, generating millions of pounds savings for the country in terms of unemployment benefits and increased tax receipts.
- <sup>9</sup> The Skills White Paper acknowledges the benefits of careers education and guidance for addressing the changing face of the UK economy. HM Government (2005) *Skills: Getting on in business, getting on at work*.
- <sup>10</sup> Careers England (2004) *Careers England: the OECD career guidance policy review: key messages for England*.
- <sup>11</sup> Mayston (2002) *Assessing the benefits of careers guidance*, University of Derby Centre for Guidance Studies Occasional Paper.
- <sup>12</sup> For example, Blandon, Gregg and Machin (2005) *Intergenerational mobility in Europe and North America*, Centre for Economic Performance.
- <sup>13</sup> DfES (2005) *Participation in education, training and employment by 16-18 year olds in England: 2003 and 2004*.
- <sup>14</sup> OECD (2004) *Education at a glance*.
- <sup>15</sup> Coles et al (2002) *Literature review of the costs of being "not in education, employment or training" at age 16-18*, Department for Education Survey Research Brief 347.
- <sup>16</sup> Careers Scotland (2002) *Career goals and educational attainment: what is the link? A study of school pupils' perceptions*.
- <sup>17</sup> Watts and Sultana (2004) *Career guidance policies in 37 countries: contrast and common themes*, Thessalonki: CEDEFOP. A public good refers to a good or service that has benefits to each individual in society that outweigh the value that each of these individuals is likely to place on it. Public goods require state intervention in order to be provided effectively.
- <sup>18</sup> This measure was taken in part in response to Howard Davies' 2002 Review of Enterprise and the Economy in Education. The review reported that effort to build a deeper and wider entrepreneurial culture must begin in schools, and identified various ways to strengthen the links between the education system and business, to build a more enterprising society.
- <sup>19</sup> See [www.connexions.gov.uk](http://www.connexions.gov.uk) and [www.fasttomato.com](http://www.fasttomato.com).
- <sup>20</sup> Connexions Direct, Connexions advice and guidance portal, receives over 5,000 calls per week to its telephone service.
- <sup>21</sup> Connexions principal target is to reduce the proportion of 16 to 18 year olds not in education, employment or training. The Connexions service budget in 2003-04 was around £472 million, the vast majority of which was spent through the Connexions Partnerships. See [www.connexions.gov.uk](http://www.connexions.gov.uk).
- <sup>22</sup> DfES (2005) *Youth matters*, Chapter 5.
- <sup>23</sup> DFES (2005) *Report of the end to end review of careers education and guidance*.

- <sup>24</sup> Papers include Watts (forthcoming article) *The Youth Green Paper and the end to end review: a critical analysis*, National Audit Office (2004) *Connexions service: advice and guidance for all young people*, Careers England (2004) *Careers England: the OECD career guidance policy review: key messages for England* and DFES (2005) *Report of the end to end review of careers education and guidance*. A full list of acknowledgements of people interviewed are contained at the back of this report.
- <sup>25</sup> National Foundation for Educational Research (2001) *The delivery of careers education and guidance in schools*, Research Report 296.
- <sup>26</sup> National Foundation for Educational Research (2001) *The delivery of careers education and guidance in schools*, Research Report 296.
- <sup>27</sup> Data from National Audit Office (2004) *Connexions service: advice and guidance for all young people*. Formal qualifications in careers education and guidance include S/NVQ Level 4 in Advice and Guidance, QCG (Qualification in Careers Guidance) (available from 14 universities across the UK), a Foundation Degree (including from the Open University) and a Masters Degree in careers education and guidance (available from the University of Derby or Birkbeck College).
- <sup>28</sup> NACGT has recently resolved to change its name to the Association for Careers Education and Guidance. This change is planned to come into effect from late autumn 2005.
- <sup>29</sup> CBI (Confederation of British Industry) and RSA (The Royal Society for the encouragement of Arts, Manufactures and Commerce).
- <sup>30</sup> The Matrix Standard is the national quality standard for any organisation that delivers information, advice and/or guidance on learning and work. It consists of eight elements, four focused on how services are delivered and four focused on how the service is managed. For more information see [www.matrixstandard.com](http://www.matrixstandard.com).
- <sup>31</sup> The Guidance Council (2005) *UK National Guidance Policy Forum: Briefing Paper*. The suggestion for a National Guidance Policy Forum came from the Organisation for Economic Co-operation and Development's 2004 review of national career guidance policies in 14 countries, including the UK. Developing a network of national forums is a part of the European Resolution on Strengthening Guidance and Policy Practice 2004. The work to develop the forum is being funded by public money from England, Scotland, Wales and Northern Ireland.
- <sup>32</sup> Ofsted (2001) *Extending Work-related Learning at Key Stage 4*, p.27
- <sup>33</sup> Stern, Dayton and Raby (2000) *Career Academies: Building Blocks for Reconstructing American High Schools*.
- <sup>34</sup> Department for Education and Skills (2004) *Youth Cohort Study: The Activities and Experiences of 18 Year Olds: England and Wales 2004*.
- <sup>35</sup> For example, black young people are three times more likely to be excluded from school than any other racial groups. DfES (2003) *Aiming High: Raising Achievement of Minority Ethnic Pupils*.
- <sup>36</sup> Department for Education and Skills (2004) *Youth Cohort Study: The Activities and Experiences of 18 Year Olds: England and Wales 2004*. These figures differ from those in Box 1 because they are based on a smaller sample of young people. The source used for Box 1 does not allow us to separate young people by ethnic origin.
- <sup>37</sup> BTEG (2004) *Making Connexions with race equality: a survey of five Connexions Partnerships*.
- <sup>38</sup> BTEG (2004) *Making Connexions with race equality: a survey of five Connexions Partnerships*.
- <sup>39</sup> Mentoring is an effective way of engaging with young people to address a variety of different issues and problems. For details on mentoring approaches for young people at risk of exclusion see NPC (2005) *School's out: truancy and exclusion, a guide for donors and funders*.