RE-ENGAGING VULNERABLE YOUNG PEOPLE THROUGH IAG

Young People's Information, Advice & Guidance

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Outline

- Who are these vulnerable dis-engaged young people?
- What do we know about them as a group?
- What are their Information, Advice and Guidance (IAG) needs and wants?
- How can the IAG practitioner support them?

Background

The evidence base is growing:

- Research examples:
  - Ofsted
  - Rathbone
  - British Youth Council
  - Equality and Human Rights Commission
- Engagement activity:
  - 14 – 19 partnerships
- Statistical profiling:
  - Statistical First Release series
  - National Connexions Client Information System
  - Longitudinal Study of Young People in England

Who are vulnerable young people?

- The Not in Education, Employment or Training (NEET) group
  - Heterogeneous
  - Shifting & churning
  - Disproportionate no. of young people with some characteristics
- Not engaged, but not disengaged

How many?....

2009: 10.3% of 16 – 18 year olds @ 209,000 young people.
18.4% Connexions service interventions are with young people who are NEET of whom 16.5% are available to the labour market

Available to labour market

Participating in AAP/E2L pilot –	0.6%
Seeking employment, education or training -	11.4%
Not yet ready for work or learning –	0.7%
Those awaiting an E2E place –	0.6%
Those requiring sub-level 2 training provision – place not available –	0.7%
Those requiring level 2 training provision – place not available –	1.0%
Those requiring level 3+ training provision – places not available –	0.3%
Start date agreed –	0.7%

Source: NCCIS, 2009

Not available to labour market

Illness –	0.4%
Other –	0.1%
Pregnancy –	0.4%
Teenage parent –	1.0%

Other

Custody –	0.2%
Current situation not known –	2.0%
Cannot be contacted –	0.1%

Engagement examples

1. Learning Agreement Pilots, Lancashire
   - Partnership delivery model, employers, learning providers, Connexions.
   - Personal advisers as brokers
   - Personal advisers with on-going support
   - Financial incentives for young people

2. Connected project, Derbyshire
   - Partnership delivery
   - Personal adviser support into, through and beyond project
   - Flexible, local, taster provision
   - Education Maintenance Allowance applicable

What are the IAG needs & wants?

- iCeGS research with young people:
  - Pastoral care from a trusted adult
  - Support for all young people
    - "David" - *'If only I'd done drugs! I think I missed out. I mean I don't want to do drugs, I'm just saying, if I'd have gone through that system, I'd have got flagged.'*
  - Information about the full range of options
  - Impartial advice and guidance
  - Relevant local opportunities
    - E.g. Level 2 Learner research

What are their IAG needs & wants?

- Career learning theory
  - Self awareness – own skills, likes and dislikes
  - Skills to search out opportunity, make decisions, and build plans
- Challenge – stereotypical thinking for example
- Opportunity – exacerbated by economic situation

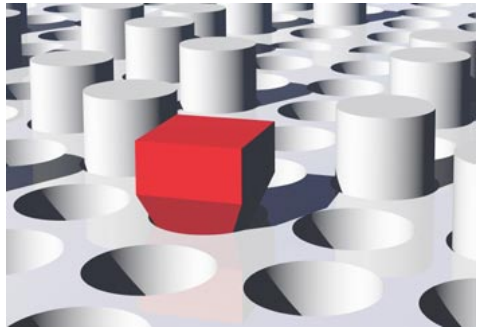
How can career IAG practitioners meet those IAG wants and needs?

Introducing metaphors*:

Cycle

Construction

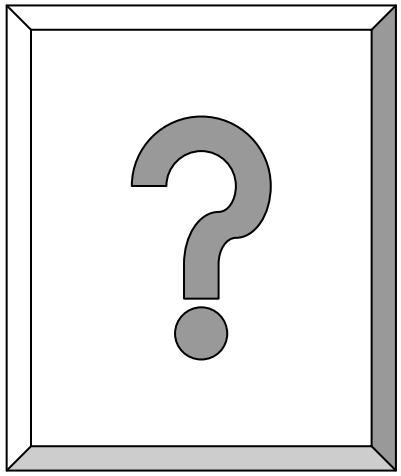
Journey



Fit

Story

*Kerr Inkson (2003) Journal of Vocational Behaviour



The metaphor you chose to conceptualise career informs what you think the role of the career IAG practitioner should be.

The Journey Metaphor

The interchange: a place of transition

Metaphor	IAG Role
Timetable	Information
Meeters & greeters	Initial diagnostic & referral
Ticket Sales	Admissions / Recruitment
Travel Centre	Guidance on options
On-board staff	Check progress
Arrivals teams	Support for next stage of the journey
Travel planners	Liaison with providers

Journeys are seldom taken alone

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Career IAG practitioners can meet those IAG wants and needs by:-

- spending time talking to all younger young people
- ensuring delivery of the I, the A and the G
- personalising services
- being impartial
- facilitating access to other resources or services

- Working with partners in partnership

Thank you.

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