Youth transitions: Creating pathways to success

CareerChatLive@Lockdown No 4.

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When you were 16, what did you want to be?
Education Development Trust research portfolio

https://www.educationdevelopmenttrust.com/our-research-and-insights/research
A triple shock for youth

“The pandemic is inflicting a triple shock on young people. Not only is it destroying their employment, but it is also disrupting education and training, and placing major obstacles in the way of those seeking to enter the labour market or to move between jobs.” (ILO, 2020)
How countries and services are responding to the ‘new normal’

Estonia offering the nation’s entire suite of ed-tech products free of charge during the crisis

https://education-nation.99math.com/

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Gamification
Online and mobile gaming encourages learning through rewards and game mechanics, thus improving interaction, retention and comprehension. It can also teach social-emotional learning (SEL) and collaboration skills.

Personalisation and adaptive learning
- Adaptive learning technologies use data on individual achievements and progress to develop programmes specific to the learner’s speed, ability and interests.

Immersive technologies
Virtual and augmented reality technologies mimic real life settings in areas such as virtual field trips, anatomy and scientific laboratories. Beyond classrooms, these technologies are applied in mining, oil and gas, and medicine.

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DIVERSIFY OUR CURRICULUM

BLACK LIVES MATTER
New pathways to success are needed, as traditional routes to good livelihoods are no longer enough.
Opportunity Guarantee (England)

Skills Development Scotland supports young people transitioning from school-to-work in a variety of ways.

- **Careers, Information, Advice and Guidance (CIAG)**
  - SDS Careers Advisers work in partnership with every state school in Scotland.
  - Advisers operate from a network of high street SDS centers nationwide.
  - Our Next Steps (16+) service offer ensures additional support is available for school-to-work transitions.

- **Technology / LMI / Research**
  - Award winning online CIAG services (‘My WoW’ / ‘My Kids Career’) support individuals, parents & carers.
  - The 16+ Data Hub is a secure online portal allowing partners to input / access information on individuals.

- **Work based learning / Employer Engagement**
  - SDS administers Foundation Apprenticeships, Modern Apprenticeships & Graduate Apprenticeships.
  - SDS works directly with employers across Scotland to ensure better alignment of supply and demand.

- **Equality, diversity and inclusion**:  
  - Equality Impact Assessments/Evidence Reviews inform all our products and services.
  - This ensures that all customers, including those from defined equality groups, experience an inclusive CIAG service and get the right support to meet their individual needs.
Scotland’s CMS approach

- **Self** – competencies that enable individuals to develop their sense of self within society

- **Strengths** – competencies that enable individuals to acquire and build on their strengths and to pursue rewarding learning and work opportunities

- **Horizons** – competencies that enable individuals to visualise, plan and achieve their career aspirations throughout life

- **Networks** – competencies that enable individuals to develop relationships and networks of support.
Strengthening connections between education and the world of work
Students require 16 skills for the 21st century

**FOUNDATION LITERACIES**
- How students apply core skills to everyday tasks
  - Literacy
  - Numeracy
  - Scientific literacy
  - IT literacy
  - Financial literacy
  - Cultural and civic literacy

**COMPETENCIES**
- How students approach complex challenges
  - Critical thinking / problem-solving
  - Creativity
  - Communication
  - Collaboration

**CHARACTER QUALITIES**
- How students approach their changing environment
  - Curiosity
  - Initiative
  - Perseverance
  - Adaptability
  - Leadership
  - Social and cultural awareness
A variety of general and targeted learning strategies foster social and emotional skills.

**COMPELLING**
- Critical thinking / generate novelty
  - Give constructive feedback
- Creativity
  - Offer opportunities to learn and interact
  - Provide autonomy to make choices
- Communicative
  - Create a language-rich environment
- Collaboration
  - Foster greater respect and tolerance for others
  - Provide opportunity for group work

**HOW TO TEACH ALL SKILLS**
- Encourage free-based learning
- Break down learning into smaller, manageable pieces
- Create a safe environment for learning
- Develop a growth mindset
- Foster learning relationships
- Allow time to focus
- Foster reflective reasoning and analysis
- Offer appropriate praise
- Guide a child's discovery of topics
- Encourage children to acknowledge their accomplishments and strengths
- Provide appropriate challenges
- Offer engaged modeling
- Provide clear learning objectives targeting specific skills
- Use a hands-on approach

**LEADERSHIP**
- Foster the ability to negotiate
- Encourage empathy

**INNOVATION**
- Provide long-term engaging projects
- Build confidence in the ability to succeed
- Provide autonomy to make choices

**CURIOSITY**
- Encourage questions / questioning
- Promote a willingness to make mistakes
- Encourage children to share their questions and thoughts
- Foster curiosity

**SOCIAL and CULTURAL awareness**
- Foster greater respect and tolerance for others
- Foster empathy
- Foster cultural self-awareness

**ADAPTABILITY**
- Promote the ability to process emotions
- Promote self-reflection and reflectiveness

**PERSONALITY**
- Social is opportunities to learn from others

**CHARACTER QUALITIES**
Exposure to and experience of the world of work

• In the UK, the proportion of teenagers working in ‘Saturday jobs’ has almost halved in the past 20 years as young people have turned towards earning cash online.

• Only a quarter of 16- and 17-year-olds now do any conventional paid work, compared with 48% in 1999, according to the Resolution Foundation thinktank, which has identified a wider increase in the number of adults – now 3.4 million – who have never had a paid job. (Gardiner, 2020)
Providing the right spaces and places
Bronfenbrenner’s model of ecological influences
What’s needed?

- **A shift from ‘silos to simplicity’**, moving away from constantly layering up new initiatives, whereby children and young people – particularly those who are most vulnerable – often miss out, particularly those most vulnerable in local communities.

- **An entitlement for all young people** to have high aspirations, to be supported with their transitions, to make informed choices, and to find possibilities to differentiate themselves on their way to living a healthy, happy and prosperous life.

- **Mechanisms for smoothing transitions**, alongside an urgent need to better understand new qualifications, education, training and/or entrepreneurship pathways.

- **An explicit, well-publicised careers support offer** that includes an entitlement and access to high quality career guidance/coaching to address inequity and obvious gaps in transitions support.
National Systems Strengthening

Taxonomy

- **Prevention measures** are often aimed at keeping young people ‘switched on’ to learning, encouraging them not to close down opportunities too early, broadening their horizons and challenging inaccurate assumptions. These measures may include, for example, using alumni, enterprise measures, or self-efficacy approaches.

- **Integration measures** are aimed at developing approaches that inform and support young people in their transitions into learning or work, for example, by focusing on cross-curricular themes, work experience, career exploration activities, and/or mentoring etc.

- **Recovery measures** are aimed at re-energising or reconnecting young people to learning that meets their individual needs, for example, by focusing on resilience, career maturity or self-determination.
Lifelong careers and employability support
Making use of evidence to strengthen skills and create pathways to success
Building Back Better

- Public investment in infrastructure with an emphasis on youth
- Private investment in the provision of local spaces and places for young people to develop their knowledge and skills about the world of work
- Third sector investment in community cohesion and engagement with youth
- Coordinated implementation of active labour market policies for unemployed young people
- Introduction of pro-youth tax and benefits measures
Building Back Better

• Encouragement of part-time working among school-age young people to close the gap between schooling and the world of work
• Improved access to vocational training
• Taking advantage of new digital technologies
• Designing and delivering a far-reaching and consistent communications strategy

Listening to the voices of young people and families
CareerChat

CareerChat is a chatbot providing a personalised, guided career journey experience for working adults aged 24 to 65 in low skilled jobs in three major cities: Bristol, Derby and Newcastle.

It offers informed, friendly and flexible high-quality, local contextual and national labour market information including specific course/training opportunities, and job vacancies to support adults within ‘at risk’ sectors and occupations.

CareerChat incorporates advanced AI technologies, database applications and Natural Language Processing and can be accessed on computers, mobile phones and devices. It allows users to reflect, explore, find out and identify pathways and access to new training and work opportunities.

If you’re interested in a CareerChatbot for young people?
Email: admin@dmhassociates.org
To obtain a copy of the report


• For more information - http://dmhassociates.org/youth-transitions-creating-pathways-to-success
FUTURE WEBINARS

We’ll be hosting more webinars

6th September – The Careers Landscape: Evidence and Impact Assessment
Chris Percy (Senior Associate) and Deirdre Hughes

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Visit our website: http://dmhassociates.org
Come join us!
THANK YOU!

"I'm not telling you it's going to be easy... I'm telling you it's going to be worth it."

Art Williams