

GATHERING EVIDENCE ON THE POSITIVE IMPACT OF EFFECTIVE CAREERS EDUCATION & GUIDANCE/INFORMATION, ADVICE & GUIDANCE

An Occasional Paper, 23rd October 2009

Section A: INTRODUCTION: Funding and value for money

1. Following recent meetings in October 2009 with DCSF officials re: the forthcoming IAG STRATEGY for young people, and with the representatives of the Conservative Party on its proposals for an all-age careers service, this short paper summarises some historic evidence which we suggest policy makers would want to consider.
2. To secure a better future for the country, we believe that greater investment in specialist IAG/CEG will be required, and that it will bring benefits - economic and social benefits for individuals, employers and the economy.
3. Looking at funding in England, the Connexions Service in England had a budget of £450million in 2003/4 (*the year of the Parliamentary Public Accounts Committee report (HC 618, the 48th Report of Session 2003/4) and of the NAO Report on Connexions (HC 484)*). The level of funding granted to Local Authorities in 2009/10 to fulfil the full range of statutory duty under sections 68 & 69 of the Education & Skills Act 2008 (including for the 'careers service' for young people within Connexions) in 2009/10 is £466million. Added to which the cost of Connexions Direct (the national helpline and website) is £6.5m for 2009/10. The total funding for adult careers support in 2009/10 is £69.5m and the indicative annual budget for the face to face element of the new Adult Advancement and Careers Service (AACCS) in England for 2010-11 is £57.25m, added to which there will be an additionally funded telephone/web-based service (currently called the 'careers advisory service', which is included in the £69.5m figure for 2009/10 but for which the future funding level is not yet in the public domain).
4. The Conservative Party Green Paper '*Building Skills, Transforming Lives*' (2008) suggested that the new all-age careers service it proposes would receive total funding of £285 million, £210 million of which would have come from a '*refocus (of the) careers advice element of the Connexions budget*'.
5. Whilst we fully understand that there will be many demands on a limited supply of funding for public expenditure, it is our view that a much greater proportion of existing Connexions funding would be needed to fund the new all-age careers service if the Conservatives are elected to power and if the new all-age service is to achieve its ambition of being a '**world class service**'.
6. Thus, we believe it is helpful to look at known funding for careers services in both Scotland and Wales, which has been more than that is currently being proposed by the Conservatives for England.

7. According to the Skills Development Scotland Operating Plan¹ for 2008-09 the funding devoted to 'Careers Scotland' in 2008/09 was £43.6 million. This equated to a funding level of £13.51 for each person in Scotland of working age. Careers Scotland has now been subsumed into Skills Development Scotland, so discrete funding figures for 2009-10 are (as yet) unknown. Funding levels for Careers Wales are higher still. The Welsh Assembly website shows total funding for the constituent services of Careers Wales to be £39.47 million for 2008/09². This gave a level of funding of £21.96 per person of working age.
8. By contrast the figures quoted by the Conservatives in '*Building Skills*' equate to only £8.96 per person of working age in England - only two thirds the per capita rate of funding for Scotland, and significantly less than half of that devoted to Careers Wales.
9. Studies have begun to illustrate that investing in high quality careers guidance is a cost effective way of increasing overall wealth and reducing public expenditure in other areas. We list more sources in section B of the paper, but wish to highlight an approach to impact measurement from Scotland here. The report '*Careers Scotland – Demonstrating Impact*³ illustrated the beginnings of an approach to demonstrating value and concluded (albeit that the data providing the basis for the 'value' calculations were very limited and thus we know it would be unwise to draw hard and fast conclusions from this):

'The contribution of career guidance to the Scottish economy has been estimated by assuming workforce participation is unaffected for those from professional or managerial backgrounds, but that workforce participation among young people from lower socio-economic backgrounds improves for those receiving career guidance.....Finally, an initial estimate of social costs (avoided) related to health, crime and social security costs has been provided based on per capita costs stated in the literature.....

Our impact estimates suggests career guidance has an impact of around £250 million per annum.'
10. Despite the limited nature of the DTZ research base, if we accept their conclusion, this would suggest that the annual investment of £43.6 million (in Careers Scotland in 2008-9) was repaid nearly six fold in terms of impact on the Scottish economy and reduced welfare/social costs.
11. Policy makers might also wish to review a further DfES report '*Estimating the Cost of Being Not in Education, Employment or Training at age 16 – 18*' (DfES Research report number 346⁴) which demonstrates the significant savings which can come to the public purse by reducing NEET figures, to which effective CEG/IAG can have a significant impact.
12. We believe that it is both urgent and essential that the Treasury and the UKCES explore research into impact measures for careers services so that future robust funding levels for the 'careers service' support of all ages are informed by evidence of the economic and social benefits to the UK as a whole.

¹ Skills Development Scotland Operating Plan 2008/09 see <http://www.skillsdevelopmentscotland.co.uk/downloads/OperatingPlan2008-2009.pdf>

² See <http://cymru.gov.uk/publications/accessinfo/dmnewhomepage/employdrs2/employmentsdrs2008/careerswalesallocations0809/?lang=cy>

³ Careers Scotland – Demonstrating Impact. DTZ Consulting and Research. May 2007. see: <http://www.careers-scotland.org.uk/nmsruntime/saveasdialog.asp?IID=14435&slD=1164>

⁴ See <http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=13623&resultspage=1>

SECTION B: RESEARCH EVIDENCE OF THE POSITIVE IMPACT OF CEG/IAG

{Our thanks go to iCEGS at the University of Derby for helping to prepare part of this summary, and to CXL of LANCASHIRE which has kindly released 2009 research evidence for first publication in this occasional paper – shown as section 5.4 below}

1. General

1.1 LSIS (2009). Career Learning for the 21st Century: A Leadership Issue for the FE Sector. Sources of Evidence. From a study on Career Learning, Information, Advice and Guidance (CLIAG). London: LSIS.

1.2 Hughes, D. And Gratton, G. (2009) Evidence and Impact: Careers and guidance-related interventions London: CFBT.
<http://www.cfbt.com/evidenceforeducation/whatweoffer/resources/guidance/careersandguidance.aspx>

2. For all ages

2.1 SQW with TNS (2005). *Evaluation of the All Age Guidance Projects*. Edinburgh: Scottish Executive Social Research, Enterprise, Transport and Lifelong Learning Department. Available from:
<http://www.scotland.gov.uk/Resource/Doc/37428/0009701.pdf>

3. For Adults

3.1¹ Bosley, S., Bowes, L., Bysshe, S., and Hughes, D. (2002). *The Economic Benefits of Guidance* [online]. Derby: Centre for Guidance Studies, University of Derby. Available from:
http://www.derby.ac.uk/files/the_economic_benefits2002.pdf

Summary: This report presents the results of a literature review undertaken by the Centre for Guidance Studies (CeGS) on behalf of the Department for Education and Skills (DfES), Adult Opportunities Unit. It offers an initial assessment of the level of available evidence in relation to the economic benefits of guidance. Six key recommendations are made to inform policy developments at national, regional and local levels. In the final chapter, over forty research report summaries highlight the main focus of particular studies, key findings and additional comments.

3.2 DTZ (2007). *Careers Scotland: Demonstrating Impact*. Edinburgh: DTZ. Available from:
<http://www.careers-scotland.org.uk/nmsruntime/saveasdialog.asp?IID=14435&SID=1164>

Summary:

The purpose of the research is to enable Careers Scotland to demonstrate the contribution/impact made by career planning to economic and social goals.

Key Quotes and Recommendations:

“The contribution of career guidance to the Scottish economy has been estimated by assuming workforce participation is unaffected for those from professional or managerial backgrounds, but that workforce participation among young people from lower socioeconomic backgrounds improves for those receiving career guidance. We have used recent information relating to the uplift in wages arising from improved qualification outcomes.

Therefore, the learning GVA impact is also presented (based on the qualification uplift outlined in the relevant literature and Scottish School Leavers Survey). (p.45)

3.3 Milburn Trinnaman LaCourt (2008). *The Impact of nextstep Adult Information and Advice Services: National Analysis 2007*. Coventry: Learning and Skills Council. Available from: http://www.nextstepstakeholder.co.uk/NR/rdonlyres/1BC48256-952A-4344-A483-8DC39B7033E7/0/LSC_IAImpact0708National07May08.pdf

Summary:

This survey was commissioned by the Learning and Skills Council (LSC) and undertaken by mtl consultants.

The purpose is to provide an independent assessment of the impact information and advice (IA) services have on their users, with particular emphasis on economic impacts and especially access to learning and work. In this report we describe the key findings of a confidential telephone survey involving 4,001 adults of working age who received information and advice services between August 2006 and July 2007.

Key quotes: Overall 82% of users who subsequently engaged in learning said that the IA they received was influential in enabling this to happen and over two-thirds (69%) of those who started a job after receiving IA felt the same way. Comparing the survey responses over the past five years suggests that there was a growing trend in demand for both information and advice about learning in the first four surveys but this fell significantly in 2007. In the latest survey, 55% interviewed indicated that their initial interest was in accessing information about learning and 39% were (also) interested in receiving advice. The proportion who indicated that their initial interest was regarding career and job opportunities fell but demand for IA services for other matters rose.

3.4 Milburn, Trinnaman and LaCourt (2005). *The Impact of Adult Information and Advice Services: a Survey*. Coventry: Learning and Skills Council.

<http://readingroom.lsc.gov.uk/pre2005/research/commissioned/impact-of-adult-information-services.pdf>

Summary: This publication reports the findings from a national telephone survey of 1,823 adults of working age who received information and advice (IA) services between August and November 2005. Respondents were chosen randomly across all 47 LSC areas of England.

Key Quotes and Recommendations: They reported a number of benefits of receiving information and advice from nextstep providers including: increasing awareness of learning or job opportunities; encouraging search activity; and increasing self-confidence. In addition, the survey reports progression rates of respondents to learning and work.

Respondents reported the following benefits of IA:

- Helping to find and use relevant information: 74%.
- Increasing awareness of learning or job opportunities: 70%.
- Helping decide what to do next in terms of learning/work: 64%.
- Encouraging search activity: 62%.
- Helping to choose the best option/alternative: 62%.
- Helping to get access to learning or work opportunities: 61%.
- Increasing self-confidence: 48%.

3.5 Pollard, M., Tyers, C., Tuohy, S. & Cowling, M. (2007). *Assessing the Net Added Value of Adult Advice and Guidance*. RR825. London: DfES. Available from:

<http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14927&resultspage=1>

Summary:

- Wave one survey: this is the survey that took place in 2004 and which collected baseline information from 4,361 individuals. This may also be referred to as the 'first survey'. Wave two survey: this is the survey that took place in 2006 and which followed up the willing participants from the 4,361 original interviews, resulting in around 1,300 interviews. This may also be referred to as the 'second survey'.

- This is a report on the survey and analysis methods used in a follow up study of adult users of information, advice and guidance. The study aimed to assess the net added value of adult advice and guidance over that of information only in terms of learning, work and career outcomes.
- Both the initial study (wave one) and this follow up study (wave two) were carried out on behalf of the Department for Education and Skills (DfES) by the Institute for Employment Studies supported by Ipsos MORI.

Conclusions of the follow up study:

- In-depth support is positively associated with four observable learning outcomes in the medium term. These are:
 1. participation in any learning at wave two
 2. having engaged in new learning since wave one
 3. participation in informal learning at wave two
 4. new informal learning since wave one.
- There is no association with formal learning, categorised here as study leading to a recognised qualification.
- In-depth support is also positively associated with five attitudinal learning outcomes. These are:
 1. satisfaction with learning achievements
 2. perceived ease in planning future learning
 3. confidence in gaining desired learning
 4. increased confidence over time with regard to learning
 5. overall attitudes towards learning.

Returning to the questions posed at the beginning of this chapter, we can report that individuals are:

- more likely to participate in learning if they are exposed to advice or guidance, particularly informal learning (though this is driven by participation in informal rather than formal learning)
- more likely to have positive attitudes towards learning if they are exposed to advice or guidance.

The research shows that engagement with learning, particularly formal learning, falls over time as individuals move their focus from learning to jobs and careers, and many of those who planned to undertake study have done so by the medium term.

Those who received information only (the control group) appeared to have greater engagement with learning than those receiving more in-depth support, yet this pattern was explained by the sub-group of the control sample who went on to seek out more in-depth support over time.

Of particular importance is the finding that those who originally received in-depth support appear to engage in a different type of learning experience in the medium term, one that is shorter, more focused to a specific job or career, can involve some degree of re-skilling (rather than just up-skilling), and involves employer support and encouragement. For the treatment group who were engaged in formal learning, employer involvement had increased, not only in terms of employers providing financial support for learning, but also having some involvement in the decision to study. It is interesting to note that individuals were fairly negative when considering the extent to which employers take account of an individual's learning at wave one but by wave two, respondents were much more positive about employer recognition of learning.

The provision of more in-depth support had no real impact on learning success, that is likelihood of completing the course and/or gaining a qualification. However, there was a small difference noticed for the groups amongst those who left their learning early, in that those who had not initially received advice

and guidance were more likely to indicate wanting to return to learning in the future. This may indicate a greater affinity with learning but a wrong initial choice of course. It is interesting to note that those who had initially received in-depth support were more likely to report that they felt very well informed when making their study decisions.

Advice and guidance was positively associated with attitudes to learning, and those receiving in-depth support (at wave one or subsequently) were more likely to have positive views of their own learning and of learning in general, and to have confidence in what they could achieve – both at wave one (immediately following their initial IAG intervention) and in the medium term.

3.6 Tyers, C. & Sinclair, A. (2005). *Intermediate Impacts of Advice and Guidance*. RR 638. London: DfES. Available from: <http://www.dfes.gov.uk/research/data/uploadfiles/RR638.pdf>

Summary:

This DfES publication reports the findings from a large-scale longitudinal study on the intermediate impacts of advice and guidance, carried out by the Institute of Employment Studies in association with MORI. Over 4,000 recipients of IAG were tracked, consisting of a group of Advice/Guidance (A/G) recipients and a control group of those receiving Information (I-only).

Individuals from the I-only group were matched against individuals from the A/G group using propensity score matching. The A/G users were more positive than the I-only group about their current/previous work and learning achievements and their current labour market position.

There are clear differences in the work and learning outcomes and in changes to the levels of confidence, motivation and opportunity awareness between the two groups.

In all cases, the A/G group is significantly more likely to report having undergone changes since their intervention as a result of the help they have received.

Key Quotes and Recommendations:

Key findings include:

- 35% of the A/G group had learnt how to write a CV/application letter or complete an application form, compared to 23% of the I-only group.
- 20% of the A/G group had got a job, compared to 15% of the I-only group.
- 36% of the A/G group had enrolled on a course compared to 30% of the I-only group.
- 35% of the A/G group had taken part in a training course, compared to 25% of the I-only group.
- A/G group were more positive about, and more satisfied with, their current/previous work and/or learning situations than were the I-only group.

3.7 Tyers, C. & Sinclair, A. (2004). *Tracking Learning Outcomes: Evaluation of the Impact of Ufi*. RR 569. London: DfES.

Summary: This study consists of two surveys of learndirect users conducted during winter 2003. In total, the surveys involved 1,567 individuals. Of these, 787 were referred into the study because they had been taking learndirect courses in November and December 2001, and 780 had used the learndirect helpline in February and March 2002.

Key Quotes and Recommendations:

The study found that helpline users are less likely to have had a recent learning experience than people in general (taken from National Adults Learning Survey). Helpline users are very positive about the use of IAG sources, particularly those who were repeat users of learndirect services (ie helpline and website). Participation in learning 18 months after their initial call to the learndirect helpline was, again, much higher

than average. Participation rates at the time of the second survey were higher for helpline users (32 per cent), than for the general population (around half of this).

Other outcomes include:

- Nine per cent of learndirect helpline users gained a qualification, but 16 per cent of those with a baseline qualification at level 1 did so.
- Twenty-seven per cent had received a performance related pay rise over the 18 months.
- Almost all helpline users reported having gained something from learning where they had taken part; most commonly they had gained self-confidence, but also the opportunities to progress onto further qualifications.
- Around one-third had changed jobs over the tracking period.
- Those with the most positive outcomes were most positive about the role of learndirect in these changes.
- Also, there is some evidence of the role of IAG in helping to facilitate changes to attitudes towards learning and learning behaviour.

4. Higher education

4.1 Bimrose, J., Barnes, S-A. & Hughes, D. (2008) *Adult Career Progression and Advancement: A Five-Year Study of the Effectiveness of Guidance*. Coventry: Warwick Institute for Employment Research, Warwick University
http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/eg_report_4_years_on_final.pdf

Summary: This five year longitudinal research provides clear evidence of what comprises one-to-one guidance interventions that are regarded as 'useful' to clients. It also provides insights to the extent to which guidance can support and/or shape individual's career trajectories. Cumulative evidence from five years of research provides a compelling case for guidance services to support adults to make successful transitions in a turbulent labour market.

Key findings:

The 'usefulness' of guidance has, over the five years of the study, been consistently described as: providing access to specialist information; providing insights, focus, and clarification; motivating; increasing self-confidence and self-awareness; and/ or structuring opportunities for reflection and discussion

5. Schools

5.1 Blenkinsop, S., McCrone, T., Wade, P. & Morris, M. (2006). *How Do Young People Make Choices at 14 and 16? DfES Research Report 773*. London: DfES. Available from:
<http://www.dfes.gov.uk/research/data/uploadfiles/RR773.pdf>

Summary:

This paper focuses primarily on young people's models of decision-making and includes a follow-up survey. In its early stages it was informed by a DfES-commissioned literature review (McCrone *et al.*, 2006). Particular focus was given to the impact of young people's attitudes and thought processes, and of the context in which they make choices, on the outcome of their decision-making. The study explored the *interaction* between structural contexts and individual attributes during the decision-making process.

The research design was primarily qualitative, involving detailed one-to-one interviews with young people, teachers and parents in England. Years 9 and 11 pupils were surveyed, exploring the choices they were

making at that time. Participants were re-visited after six months, so that they could reflect on the decisions they had made at the end of the previous key stage.

- Case-study visits to 14 schools across seven Local Authorities (LAs) in England.
- Collection of contextual data in which to situate and interpret the experiences and perceptions of young people. This was gathered through face-to-face interviews with 67 key staff (including senior managers, heads of year and guidance staff)
- In-depth narrative eliciting interviews with 165 students (85 in Year 9 and 80 in Year 11).
- Telephone interviews with **47 parents** (26 parents of Year 9 interviewed students and 21 parents of Year 11 interviewed students).

Wave 2 (October-December 2005)

- Follow-up interviews with 127 of the 165 students interviewed in wave 1 (77 per cent)
- Collection of contextual information relating to the post-16 opportunities available in each of the seven LAs. This data was gathered through interviews with key personnel in **local FE colleges** (eight interviewees across five FE colleges) and **sixth form colleges** (three interviewees across three colleges).

Key Quotes and Recommendations:

'Careers education and guidance was deemed to be most effective when it was comprehensive and impartial, delivered by trained staff' (p.vii). There was evidence in this research of teachers in 11-16 schools providing apparently impartial information about post-16 opportunities, although their knowledge of such opportunities did not always seem to be comprehensive enough to give fully informed advice. In contrast, teachers in 11-18 schools appeared to have the knowledge but did not always seem impartial in giving it, tending to encourage students to stay at their own school sixth form (p.viii).

Also, there was *'evidence of an association between schools in which young people felt supported through the careers education and guidance they received and schools in which young people appeared to have the most "positive" mindsets and who made the most "effective" decisions and were less likely to change their mind'* (p.99, para. 2).

Although young people's decision-making skills were not 'measured' in the study, there appeared to be a relationship between school context and effective decision-making. The authors make a link between schools in which effective support mechanisms were in place and the schools in which young people appeared to have made the most effective decisions: *'that is, they were making rational and thought through decisions, were less likely to change their mind and tended to remain happy with their choices six months later'* (p.102, para.2).

5.2 Moon, S., Lilley, R., Morgan, S., Gray, S., Krechowicka, I. (2004). **A Systematic Review Of Recent Research Into The Impact Of Careers Education And Guidance On Transitions From Key Stages 3-4 (1988-2003)** In: **Research Evidence In Education Library**. London: EPPI-Centre, Social Science Research Unit, Institute of Education. Available from: <http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=%20EcL1IOSJodQ%3d&tabid%20=343&mid=1272>

Summary: The review identified available research to ascertain the role and impact of careers education and guidance on young people's transitions from Key Stage 3 to Key Stage 4. The aims of the study were to investigate the effects of CEG on young people's transitions and on young people's learning and development and to assess the influence of 'external' and 'internal' factors such as young people's motivations and capabilities, parental involvement, socio economic constraints, demography and family relationships. The review process was highly systematic. The initial search yielded 6,766 studies but this was eventually reduced to 10 which met all of the criteria. Of the 10 documents to be included at the latter stage in depth review, only two were deemed to provide a high weight of evidence.

Key quotes and recommendations:

- 3 out of the 10 final documents suggested that young people's participation in specific CEG programmes or interventions can have a positive impact on young people's transitions between KS3 and KS4.
- CEG is one of many factors that influence young people in transitions at KS 3 and KS 4, these include parents, socio-economic background and gender
- Overall evidence suggests that provision of CEG varies from school to school
- There is some evidence to suggest that 'guidance' may be negatively perceived by some young people as a resource which is dedicated to those who are disadvantaged or less able.
- It is important that CEG is received in a timely enough manner to have apposite impact on the young people that it is delivered to.
- There is a lack of quality published research into the impact of CEG delivered at KS3 and KS4.

5.3 Smith, D., Lilley, R., Marris, L. and Krechowicka, I. (2005). *A systematic review of research (1988–2004) into the impact of career education and guidance during Key Stage 4 on young people's transitions into post-16 opportunities*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.

Available from: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=346>

Summary:

- The level of young people's career-related skills seems to be an important factor in their transition at 16, with those with a high level of skills being less likely to modify choices or switch courses. CEG provision appears to have a positive impact on this.
- CEG provision is variable in quality. Integration of CEG with guidance provision and the wider curriculum appears to be a key factor. Interventions are more effective if they are flexibly designed to meet the needs of individuals or specific groups.
- Good quality individual career guidance is important in the development of career-related learning outcomes. People are a key resource.
- Provision of information about post-16 options is patchy. It needs to be designed in a way that is relevant and appropriate to its target audience.
- CEG should be provided earlier in the school career. Information and help needs to be provided at times that best suit the needs of students.
- CEG has different effects on different types of people. Additional appropriate CEG for children at risk can have a significant impact on their learning outcomes.
- CEG teachers need access to systematic training.

5.4 New research by CXL and Connexions Blackburn with Darwen, 2009 (not yet published but this summary is released by Rebecca Hall of CXL to Careers England for this Occasional Paper)

Summary

- (i) This paper reports on a project implemented by the Blackburn with Darwen Connexions Service which is delivered by CXL. It tests the impact of additional Careers Guidance for those who required minimal intervention from a Connexions perspective. This was part of a review of the service offered by Connexions.
- (ii) Focused careers guidance interventions were offered to all year 11 pupils who have access to Information, Advice and Guidance (IAG) as part of a universal offer, but who were identified as not having further support needs and as such require minimal intervention to successfully

progress into education, employment and training at 16. The evaluation of this approach to Careers Education, Information, Advice and Guidance (CEIAG) utilised a mixed methods approach incorporating interviews, questionnaires and a focus group.

Impact

- (i) Following the careers guidance interview most pupils (94%) felt that they were more aware of options available after year 11. This shows an increase from 39% of pupils who were aware of options available to them prior to the careers guidance interview.
- (ii) The focused careers guidance interview increased awareness of learning and work options and confidence in making the right career choice.
- (iii) Pupils reported that the career guidance interview had encouraged them to think about their future.
- (iv) The project reinforced the difficulties many schools and Connexions services have with engaging parents, whilst also making the need for parents to be involved in CEIAG more apparent. Parent's sessions were successful in increasing parental confidence in decision making and providing up to date information.
- (v) A focused careers guidance offering also impacted on requests for other guidance and support services in both schools. The project raised the profile of careers guidance in Year 11 and below.

Key Recommendations for Blackburn with Darwen Connexions Service

- (i) There is a clear need to strengthen the universal offer of CEIAG within schools which will help to reshape the mainstream offer provided by Connexions in Blackburn with Darwen. This would be in part achieved by offering at least one careers guidance intervention with all year 11 pupils.
- (ii) It is recommended that parental involvement in career decision-making is strengthened within schools, potentially through strengthening parental sessions at the Year 10 or 11 parent's evenings.
- (iii) Given the difficulties in engaging parents within this project it is further recommended that this issue should be reviewed in other areas, potentially research in the mainstream service could identify ways to increase contact with parents.
- (iv) To continue offering careers focused group sessions, but for these to be part of the schools PSHE day or other scheduled time when pupils are already taken off timetabled classes
- (v) Careers guidance to start earlier in schools: potentially, CEIAG could begin in year 8 with more focused CEIAG interventions being provided on an individual basis in years 10 and 11.

It is clear that greater investment in Careers Guidance is required. Our research has shown that this support has increased young people's knowledge and awareness of the range of options and thus increased demand for one to one in-depth guidance to make informed decisions. This has helped to begin to shape provision across Blackburn with Darwen within existing funding arrangements.

For further information on this new local research, contact: Rebecca Hall (Occupational Psychology Consultant), CXL rebecca.hall@cxl-uk.com

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