All things being equal? Equality and diversity in careers education, information, advice and guidance

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University of Derby and
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**Equality and
Human Rights
Commission**

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Introduction

In its education chapter, the Commission's first Triennial Review of evidence on inequality, *How Fair is Britain? Equality, Human Rights and Good Relations in 2010*, found that educational attainment has been transformed in recent years. Around half of young people are now getting good qualifications at 16 (5+ A*-C GCSEs or equivalent including English and Maths) and, in 2008/09, 2.4 million students enrolled in higher education in the UK – a considerable change from a time when educational opportunities were only available to a minority of young people. However, the evidence shows that educational attainment continues to be strongly associated with socio-economic background. Stereotypical information and guidance can limit young people's options and aspirations at an early age. Careers advice often reinforces traditional choices and young people have limited information on the pay advantages of non-traditional routes. Nearly one in four young people say that they have not had enough information to make choices for their future. This rises to just under a quarter of disabled young people.

Whereas a generation ago almost all students at university were White British, today one in five are from ethnic minority groups and an increasing number of disabled students are also attending. Women are now ahead of men in many aspects of educational success, although, in terms of both subjects studied and in the obtaining of good degrees, differences persist. Women remain less likely than men to study Science, Technology, Engineering and Maths subjects. Extremely high gender segregation in vocational training remains.

Good careers education, information, advice and guidance (CEIAG) is crucial to ensure that young people pursue pathways that are right for them and achieve their potential. Recent policy reviews have highlighted inadequacies in the ability of current provision to open up opportunities for young people and to challenge low expectations and aspirations based on stereotypes. It is increasingly recognised that high-quality CEIAG, supported by a range of measures including tasters and mentoring, can play a key role in facilitating social mobility.

The Commission commissioned the research for this report to identify and assess the equality impact of CEIAG policy and practice for children and young people aged seven to 16 on young people's destinations post 16. The research includes both a detailed exploration of the role of CEIAG in opening up opportunities and an examination of young people's academic and vocational

choices. The research is the first of its kind in this area to focus on young people across the equality strands, including gender, race, disability, sexual orientation, religion or belief and groups including Gypsy, Roma and Travellers (GRT), young people not in education, employment or training (NEET) and teenage mothers. The research also looks at how socio-economic status affects aspirations and achievement, and adds additional insight to the findings of the Commission's Triennial Review.

The research consisted of seven components: a review of statutory and non-statutory requirements on schools and providers in relation to equality and CEIAG; a review of recent research and policy literature on equality, attainment and CEIAG; an analysis of survey data on young people's academic and vocational choices; a survey of providers of careers services; interviews with key stakeholders, including government departments and agencies, on the role of equality in CEIAG; evidence from employers regarding their engagement in Information and Guidance (IAG), and eight case studies of promising practice in CEIAG across a number of equality strands. All stages of the research looked at evidence drawn from sources based primarily in England, Scotland and Wales on the CEIAG needs of young people across the equality strands and how these are currently addressed and met by policy and practice. The research was undertaken between January and July 2010; the policy and practice findings reflect the situation prevailing up until the end of 2010.

Research findings

Availability of evidence

Literature on CEIAG is wide-ranging, spanning academic debates on the concept of career through to reports of education and inclusion initiatives in schools and materials aimed at improving professional practice. In recent years, research and policy literature has included evidence on the experiences, preferences and views of young people and the factors that influence their career decisions. This has accompanied a growing interest in the needs of young people not in education or employment, known as NEETs. Despite this interest from policy-makers and researchers, most literature on CEIAG has not included issues of equality beyond brief references to gender or ethnicity, and there are gaps in knowledge about the experiences and views of some groups of young people, for example faith groups, young people leaving care, ex-offenders, disabled young people, GRT young people and teenage mothers.

Statistical data by equality strand that describes young people's attainment, progression and economic activity between the ages of 14 and 19 is reasonably good. Data is available by gender, age and ethnic group. Data describing

disability is available but the definitions used are different for school-based and other information sources. Data on socio-economic status is sometimes available either using free school meals or deprivation indices as measures. Only the survey data provided through Youth Cohort Study (YCS) and Longitudinal Study of Young People in England (LSYPE) provides information on parental occupation. Statistical data on lesbian, gay, bisexual and transgender (LGBT) status, religion or belief, and first language are rarely recorded. Greater availability of more detailed data could focus research and policy on the broader range of issues across equality strands.

Aspirations

Research with young people suggests that they have high aspirations, which begin to be formed at a young age, but that these vary by characteristics including gender, ethnic group and social class. At the age of 14 most young people aspire to stay in full-time education after 16, although aspirations are segregated by gender, ethnicity and socio-economic status. The biggest gap is socio-economic, with 94 per cent of those from higher professional backgrounds intending to stay in full-time education after 16 compared with 75 per cent of those whose parents are in routine occupations. Many ethnic minority young people have higher aspirations than White teenagers, with higher than average aspirations to stay on found among Black African (98 per cent), Indian (97 per cent), Bangladeshi (97 per cent), Pakistani (96 per cent) and Black Caribbean (95 per cent) young people. There are notable gender differences, with 91 per cent of young women and 78 per cent of young men aspiring to full-time education after 16.

Girls and young people from ethnic minorities are more likely than White boys to aspire to go to university (83 per cent and 86 per cent respectively compared with 52 per cent). Parental occupation is also a predictor of whether young people think they will go to university; three-quarters (75 per cent) of young people whose parents are in higher professional occupations think it likely, compared with not even half (44 per cent) of young people from routine occupational backgrounds.

Research findings also suggest that young people's aspirations are sometimes clouded by concerns about the discrimination and disadvantage they may face. Some young people, including those not in education, employment and training, those from GRT communities and teenage mothers, have been found to have aspirations which are strongly influenced by their circumstances and family.

Research with disabled young people has found that, while their aspirations are higher than among disabled young people in the past, they may experience disappointment and frustration in trying to achieve their career aspirations. Other research, with young people aged 14-18, reports that disabled young people are less likely than others to feel able to achieve their potential, to have considered dropping out of learning and to worry that they will fail.

Attainment and participation
For all young people, levels of attainment are improving. However, they vary by equality strand at Level 2 and Level 3. Data on young people's attainment and choices show marked differences by gender, for example 43 per cent of 18-year-old boys have a Level 3 qualification compared with 53 per cent of girls. Attainment also varies by ethnic group, disability and socio-economic status, with longitudinal studies showing a persistent link between lower examination results and higher levels of deprivation. Consequently, girls, young people from higher socio-economic groups, those from Indian and other Asian ethnic groups and young people without disabilities are more likely to achieve higher level qualifications. These are the same groups who are more likely to want to stay in full-time education and feel it likely that they go on to higher education and study for a degree.

At age 17 most young people (63 per cent) are still in full-time education. Those groups who have lower than average participation are White, young people from socio-economically deprived backgrounds (as indicated by their access to free school meals), young men and disabled young people. Those with higher participation are Black African and Indian young people, 90 per cent of whom are in full-time education aged 17. Young people from socio-economically deprived backgrounds are also more likely to be NEET, as are Pakistani, Bangladeshi and Black Caribbean young people and disabled teenagers.

At age 17, fewer young people from across all groups are actually in full-time education at this stage than had said they wanted to be while still at school. The biggest gaps in both aspiration and actual destinations are for young women and Black African young people. Both groups were 15 percentage points less likely to achieve their aspirations to stay in full-time education after 16. The conclusion, that destinations can be determined by identity and not necessarily by ability or attainment, requires further investigation. These statistics show the need for a continuing policy emphasis on social mobility as highlighted by the Milburn Report on Fair Access to the Professions in 2009, as well as attention to the underachievement of some ethnic minority groups.

Subject, course and vocational choices

Data on young people's educational choices reveals marked differences by gender, ethnic group, disability and social class. Gendered choices are apparent even at GCSE and become more marked at A-level and into higher education. Of particular note is the persistent under-representation of female participation in science, technology, engineering and maths (STEM) subjects, which deprives women of many high-skilled and well-paid job opportunities.

Gendered vocational preferences appear to begin even earlier than subject preferences: recent research with more than 4,000 young people in Years 7 and 9 found girls to be more interested in careers in design, arts, crafts and performing arts, with boys more interested in careers in leisure, sport and tourism, security and the armed forces. Few differences were found between the responses of Year 7 and Year 9 pupils, suggesting that careers education in the early years of secondary schools does little to affect vocational aspirations and challenge the prevailing patterns of choice. A systematic approach to challenging vocational stereotypes that is embedded in the curriculum from Key Stage 2 could provide a more effective foundation for subsequent CEIAG.

Vocational choices, including apprenticeships, are heavily gendered and White males predominate in most training provision. Popular choices like construction and plumbing are more than 90 per cent male, with health and social care and hairdressing more than 90 per cent female. Girls' choices have negative implications for pay and prospects, since their popular occupations tend to be low paid. The low pay represents a challenge to efforts aimed at encouraging boys to take non-traditional training options like childcare. These concerns have been recognised in policy reviews and addressed through projects and initiatives. Research findings suggest a degree of willingness among young people to consider non-traditional choices. More than this, progress has been made: for example, more than half of all medical students are now female. Continuing efforts to increase equal participation in STEM subjects can help to spread this success more widely. Employers have an important role to play in equality-oriented projects, and can benefit from attracting a more diverse intake of young people.

Influences on young people's choices

Stakeholders interviewed for the research were concerned that, as a consequence of variability in provision, some young people are not receiving good-quality CEIAG. This is confirmed by research with young people which found that the impact of CEIAG is not strong and varies between schools and location. The influence of CEIAG is inherently difficult to measure and its effect

can be latent and delayed. It is difficult to make a direct causal link between educational activities in school and better decision-making as it is only one of many influences, which include the media, friends and family. However, in terms of service satisfaction, most young people report that the support they receive from Connexions is at least quite useful.

Attainment, progression, participation and subject and vocational choice vary between the equality strands. They are influenced by identity and not necessarily simply by ability or attainment. Cultural identity can be a positive driver for some young people, but for others it serves to reinforce stereotypical choices that then segregate certain groups into low-paid employment with few prospects for development. There is a very strong influence of parents and family members on young people's decisions. While this is often positive, some parents can discourage achievement, have traditional perspectives on suitable careers and work, or simply lack information about pathways and careers. This could be addressed through better articulation of the issues among teachers and advisers, and greater involvement of parents in CEIAG.

Are young people getting the advice and support they need?
Research with disabled people and young people with special educational needs (SEN) suggests that they are not receiving the CEIAG they feel they need in order to pursue career options, and more generally to help with transitions from education to employment and adult life. Discouragement and disappointment is reported as high among disabled young people. Some research suggests that advice and guidance is insufficiently targeted at the particular needs of disabled young people, including any additional support needs.

The report summarises research findings relating to CEIAG across a number of equality strands: gender, ethnicity, asylum seekers and refugees, GRT, disabled young people, the NEET group and teenage mothers. Issues emerging from existing research include fear of failure or discrimination among ethnic minority, disabled and LGBT young people; cultural and family expectations on young people about appropriate routes, and disrupted education leading to poor careers guidance for asylum seekers and for GRT young people.

The limited amount of research on the needs and decision-making of some young people, for example GRT and disabled young people, means that their needs can only be inferred through data on educational achievement. What is known is that the background and circumstances of young people across the equality strands results in different educational attainment and career routes.

Therefore, CEIAG needs to address the particular needs and background of young people, while promoting the widest range of opportunities supported by activities which can inform and motivate. Young people facing the greatest barriers, for example disabled young people, GRT and teenage mothers, or young people who decide to follow non-traditional routes, may benefit from ongoing support.

CEIAG and equality: a review of policy

Statutory requirements on schools and providers, and non-statutory guidance, are scattered across both statutory and non-statutory documents. The Education Act 1997 requires schools to deliver a statutory programme of CEIAG to students, and was amended in 2004 to include Years 7-11. The Act also requires schools to provide guidance materials and a wide range of reference materials relating to career opportunities. Schools are also required, under a Statutory Instrument, to provide a programme of work-related learning, including work experience. The Education Act 2008 requires schools to deliver impartial careers education free from institutional or individual basis and to follow any guidance published by the government in support of these legislative requirements. Statutory guidance was published in 2010 (DCSF, 2010) to support schools in achieving these requirements. Non-statutory duties and guidelines include the Quality Standards for Young People's Information, Advice and Guidance (IAG) (2007), QCA Career work-related learning and enterprise framework (2009), the DCSF Work Related learning guide (2008) and Quality Standards for work experience (2008). This complexity raises questions about the ability and resources of schools and IAG providers to understand their obligations in relation to provision and delivery and to understand how best to deliver CEIAG to achieve equality aims. The forthcoming coalition government Education Bill may address some of these issues.

The location of career and work-related learning within Personal Social Health and Economic Education (PSHE), under the two strands of economic and personal wellbeing, may help schools to deliver more coherent programmes of CEIAG. However, additional requirements for careers guidance and for work-related learning may lead schools to be confused about their obligations and what they need to deliver and when.

Guidelines in relation to delivery are not sufficiently specific in terms of the needs of particular groups of young people, for example those with special needs. More recent guidelines are better, particularly concerning young people's entitlement by age band. However, there is limited guidance to schools about how CEIAG can help overcome low aspirations and stereotyping and documents

are silent on the CEIAG needs of young people who are known to be particularly disadvantaged, including GRT young people, teenage mothers and disabled young people.

It has been proposed that the process of raising aspirations, through learning about the world of work, should begin in primary school, as it currently does in Scotland. The Children, Schools and Families Bill proposed making PSHE, including careers education, statutory at all Key Stages, which would have undoubtedly strengthened career-related learning and helped children and young people to develop the skills they need to make good decisions about their subject choices and post-16 routes. However, this provision was removed from the bill and PSHE remains non-statutory. In the recently published Education White Paper, the coalition government stated its intention to conduct an internal review to determine how the quality of PSHE might be improved.

Teachers are in need of additional training to enable them to deliver career-related learning in a range of contexts and capacities, including as PSHE teachers, subject specialist or form tutor. The provision and quality of CEIAG is not sufficiently monitored and inspected so that deficiencies may not be picked up. This means that schools with poor CEIAG in relation to equality cannot be easily identified and little pressure can be exerted on schools to improve this area of learning.

Evidence from research with stakeholders and case studies
Careers service providers who responded to the survey presented a positive picture of policies and approaches aimed at addressing inequality. However, they are a self-selected minority and there are indications that many careers services do not give sufficient attention to how CEIAG can promote equality goals. The focus of careers services' approaches is on gender, race and disability rather than the other equality strands, such as sexual orientation. Many have policies which refer to equality in general terms or leave out equality strands. These do not form an adequate basis for developing practice with disadvantaged groups of young people.

Organisations responsible for CEIAG in their local areas, reported variable quality in provision between schools, although believed that this is starting to be addressed by quality standards and guidance to schools. Despite this, some young people were seen to continue to be short-changed by receiving little or no CEIAG, or career learning that does not meet their needs. They include high achievers, disabled young people and young offenders. Some stakeholders believe that there is a widespread assumption that vocational routes are 'second

best' and too much emphasis is placed on progression to higher education. This is also fuelled by the concerns of some schools to maximise sixth form enrolments. Here, impartial IAG through an external provider such as Connexions was seen as crucial.

Interviews with stakeholders emphasise a prevailing view that the primary role of the career adviser is to offer impartial advice. Interviews also suggest that the relationship between impartiality in IAG and its role in promoting equality and challenging stereotypes is not clearly understood. In particular, there is an assumption that impartiality is the equivalent to a neutral or passive engagement process. However, the finding of earlier research that IAG should largely respond to the interests expressed by the young person and not challenge stereotypes was not widely held. It was accepted that some young people need additional help and encouragement to address their needs and to widen their horizons. Traditional notions of suitable academic and vocational options by gender, race or social background can be challenged and changed by CEIAG targeted at individual needs. Many Connexions organisations were taking actions to promote equality, including through materials for young people, staff training and development and projects in schools. The view that CEIAG should begin in primary school was also widely expressed.

The case study projects had a range of aims and objectives, for example to provide support to young LGBT people, to raise the confidence of ethnic minority young people and to improve the employment prospects of young parents. They shared the aim of challenging stereotypes, raising aspiration and attainment, and promoting social inclusion, and were doing this through a range of measures and with different groups of young people. The projects included careers work and careers workers within the overall package of support or activity. They demonstrate how equality and diversity-focused CEIAG may be most effective when embedded in work with a particular client, or client group.

All of the case studies reported evidence of impact, including in the capacity to change and to raise young people's aspirations. IAG practitioners were able to engage with other professionals and employers to challenge their thinking through training and participation in the projects. It is possible that firmer evidence could be identified for such outcomes, and for young people's progression and achievements, if projects made better use of monitoring data. Practitioners frequently expressed concern that uncertainty surrounding project funding made it difficult for them to plan and develop their services, highlighting the need for greater stability to ensure long-term effectiveness of interventions with young people.

Approaches based on the specific needs of young people in particular equality groups (for example, young people from ethnic minorities, LGBT young people and young people who are disabled) appear to have most potential to address inequality in information and guidance. Effectiveness may also be enhanced where young people are engaged fully in development and delivery, since this can ensure that provision is based on their needs. Effective working with partner organisations was a crucial aspect of project delivery in all cases. Partners need shared objectives and effective processes of referral and progression. For several projects, work with parents and with role models was important to bring additional support and guidance to young people.

Policy implications

The policy implications are drawn from the balance of evidence in the report, and do not necessarily reflect Commission policy.

The role that CEIAG can play in facilitating social mobility should guarantee it a position as a top priority for education and employment policy in the UK. Research with young people shows they generally have high aspirations, which develop from an early age. However, their academic and career ambitions are constrained by gender, disability, ethnicity and by economic and social background and circumstances. Some young people have low aspirations, and others fear that discrimination and disadvantage will prevent them from achieving their goals. This represents a waste of talent which can be addressed by a range of measures with improved CEIAG at their heart.

If CEIAG is to make inroads into current levels of inequality, a number of barriers and shortcomings in policy and practice need to be acknowledged and addressed:

- Requirements on schools and other providers lack clarity, coherence and direction, resulting in wide variations in quality and content.
- CEIAG often lacks equality content and begins too late.
- Guidance practice in relation to impartiality and equality lacks clarity of aims and methods.
- The CEIAG needs of disadvantaged young people and equality groups are not well understood.

To improve current provision and effectiveness of CEIAG in addressing inequality, a range of measures are needed across a number of areas of policy and practice:

An earlier start to raising aspirations through CEIAG

- Career-related learning should begin in primary school in England, as it currently does in Scotland.
- A review of curriculum should ensure that full consideration is given to how career-related learning can help to raise aspirations and achievement across age bands.

Clear requirements on schools

- Legislation and guidance underpinning the effective delivery of CEIAG should be reviewed and rationalised in order to improve the consistency and quality of CEIAG.
- Requirements on schools and providers need to be simplified with greater clarity over what they need to deliver and when. Equality aims should be incorporated within the core requirements.
- Clearer guidance should be produced for schools and providers on how CEIAG can help overcome low aspirations and stereotyping.
- Vocational choices and academic routes should be presented as of equal worth.
- Schools should be guided on the type of activities which can be used to raise aspirations and challenge stereotyping, for example mentoring, tasters, work placement arrangements and employer engagement in education.
- Efforts to increase wider participation in STEM subjects should continue so that success in this area mirrors progress made towards equal engagement in the medical and accountancy professions.
- Schools should incorporate CEIAG into subject teaching where it can help young people to see the relevance of their studies to the wider world and to their future lives.
- School policy should explicitly link CEIAG with equality and diversity aims. Schools and other institutions should check that their programmes are free from both overt and covert stereotyping.

Better monitoring, inspection and training

- Clearer monitoring and inspection of schools and providers should be introduced. The extent and quality of CEIAG should be clearly included in schools inspections, and this should cover how it widens opportunities and raises aspirations.
- Professionals working across a range of settings need training in guidance practice and should be supported by appropriate tools and materials to enable them to challenge stereotypes and widen horizons.

Clear requirements on careers services

- The careers service should remain an independent service able to deliver impartial guidance. Young people and parents should be provided with clear information about entitlements and service provision.
- Commissioning of careers services should place clear and high expectations on services to address and enhance delivery of equality and diversity objectives.
- To provide the foundations of good practice, careers services should have equality and diversity policies which explicitly refer to different strands, rather than be limited to race and gender or refer to equality in general.

Partnership working

- Partnership working, referral routes and coordinated activity are crucial, particularly for harder-to-help young people, and need to be supported by appropriate and sustained levels of funding.
- Partnerships based on a shared commitment at both political and strategic level to CEIAG that addresses the needs of all young people are most effective.
- Where possible, IAG should be embedded within projects whose primary focus is not IAG because this can provide a context in which raising career aspirations can be meaningful and engaging.
- Parents should be given greater support to enable them to provide accurate information and guidance, free of traditional expectations and prejudices. This should be addressed through improved partnership working between schools, careers services and parents.
- The involvement of employers can enrich CEIAG and, for this reason, should be more actively engaged in schools' work-related learning programmes. This involvement should be more supported by government initiatives and funding.
- Work experience should be expected to widen young people's horizons. Activities supporting work experience should give emphasis to aspirations and to equality issues at work.

Targeting and tailoring of individual advice and guidance for disadvantaged young people

- All young people should receive a one-to-one guidance interview, and this entitlement should be made clear to young people.
- Disadvantaged young people do not just need more IAG and support, they need IAG which relates to their circumstances and addresses their needs. This requires understanding of the barriers to achievement of young people across the equality strands. Careers services without this expertise should

employ specialist Personal Advisers or call on specialist organisations representing equality groups.

- Careers services should involve young people from equality strands in the development of services to help ensure that their needs are met. Use of mentors and equality champions by careers services can also help to improve provision for some groups.
- There is also a need for better statistical data and for more research on the attainment and routes taken by some equality groups, for example disabled young people, care leavers, LGBT young people and GRT young people.

Sharing of good practice between careers services and between schools
- Funding should be available to trial innovative ideas aimed at raising aspirations and addressing inequality.
- Where approaches have been found effective they should be more widely disseminated and implemented.
- We found many examples of good practice reported by existing research and policy literature and by stakeholders. These included:
    - materials aimed at promoting wider choices
    - professional development and staff training on how to challenge stereotyping in young people's choices
    - linking CEIAG projects with mainstream practice
    - parental involvement
    - specific equality and CEIAG projects within schools
    - use of quality awards for CEIAG, for example Investor in Careers or Investors in Diversity.
    - working with partners with expertise in an equality group, for example faith groups or asylum seekers
    - use of role models and ambassadors
    - professional advocacy on behalf of young people, and
    - involvement of young people in the development or management of services with equality aims.

Good practice should be shared through a centrally funded and managed website and through communities of practice. Web-based resources should describe examples of good practice and provide details of their implementation and supporting materials.

1   Introduction

1.1   Background to the research

It is widely accepted that careers education, information, advice and guidance (CEIAG) does not meet the needs of some young people. There is a growing wealth of evidence that many young people feel they are not well-prepared for taking career decisions, and that their thinking about the equality and diversity dimensions of career choice has not been properly informed or challenged (Fuller et al., 2005; Miller et al., 2005; Cassidy et al., 2006).

A number of recent enquiries have highlighted the need for careers education, information, advice and guidance to address inequality by gender, social class and other areas of disadvantage, including the Women and Work Commission and the Panel on Fair Access to the Professions. In 2009 the Commission published *Staying On*, which highlighted the need to improve outcomes for all young people in the light of the raising of the learning participation age to 18 by 2015 (Equality and Human Rights Commission, 2009). The report was based on research which included the experiences and perspectives of young people facing labour market disadvantage and discrimination, including young people from diverse religious and socio-economic backgrounds, of different sexual orientations, with disabilities and from ethnic minority groups including Gypsies, Roma and Travellers (GRT). The research identified inadequate and poor CEIAG as one of the biggest barriers to young people's participation in learning post 16.

1.2   Research aims and approach

In December 2009 the Commission commissioned the International Centre for Guidance Studies and the National Centre for Economic and Social Research to build on previous research, and provide new evidence in anticipation of their forthcoming Triennial Review of evidence on inequality published in 2010.

The overall aim of the research was to conduct an in-depth review of subject, careers information, advice and guidance (for seven to 16 year olds) to identify the impact of policy and practice on young people's post-16 destinations and career choices across the equality strands. The focus of the research was on experiences in England, Scotland and Wales reflecting the remit of the Commission.

The research includes the circumstances and needs of a wide range of young people who might benefit from improved equality practice within CEIAG. In addition to gender and race, the groups of interest to the research include young asylum seekers and refugees, young people not in education, employment or training (NEET), young disabled people, young people who are lesbian, gay, bisexual or

transgender (LGBT), young people from GRT communities, teenage mothers, and other young people who experience disadvantage in education and the labour market, for example because of socio-economic status or religion or belief.

The overall aim and stages of the study were designed to be underpinned by a focus upon equality, in answering generic questions regarding how CEIAG-related action contributes to inequality and greater equality, and to identify where the evidence gaps are in relation to the wide range of groups of young people under consideration.

The research identifies how CEIAG affects inequality or challenges stereotyping, and how it impacts upon the aspirations of young people across all equality strands. The report includes evidence both on CEIAG and on young people's attainment and aspirations. This is because these are inextricably linked, in that CEIAG has a key role to play in raising aspirations and opening up opportunities and, conversely, attainment can limit young people's career choices and prospects. Traditional notions of suitable academic and vocational options by gender, race or social background can be challenged and changed by CEIAG targeted at individual needs. The strength of evidence on sub-groups of young people and gaps in evidence has been identified.

The research includes seven different components:

- A map of CEIAG requirements on schools and local authorities, along with a review of the statutory and non-statutory requirements in relation to equality content of programmes and delivery.
- A review of recent research and policy literature on CEIAG and young people's attainment and choices to establish evidence in relation to current provision which addresses inequality and stereotyping, the needs and perspectives of young people within equality strands.
- Analysis of recent survey data relating to inequality or segregation of young people in subject choice, apprenticeships, occupations and training.
- A survey of senior managers in local authorities and Connexions services with responsibility for commissioning or delivering CEIAG in England, Scotland and Wales, with 18 in-depth responses.
- Interviews with 26 key stakeholders, including in government departments and agencies, on the role of equality in CEIAG.
- Evidence from seven employers and employer organisations regarding their engagement in CEIAG and the impact of CEIAG upon young people seeking work.
- Eight case studies of promising practice in CEIAG across a number of equality strands and in diverse locations.

The main stages of the research were carried out between December 2009 and April 2010. Detail of the methods used in each of these stages is provided in Appendix 1.

1.3   Report structure

This report brings together evidence from all these different approaches to assess current CEIAG provision and practice. Chapter 2 reviews evidence from both the literature and government statistics relating to the equality dimensions of young people's attainment and post-16 subject and learning pathway choices. Chapter 3 focuses on the role and influence of CEIAG in informing and affecting young people's decisions and its impact across the equality strands. Chapter 4 examines the policy infrastructure, summarising both statutory requirements and non-statutory guidance affecting the provision and commissioning of CEIAG services for young people. Chapter 5 reports the findings of primary research among stakeholders and service providers to explore the extent to which CEIAG services are available to all young people, and whether those services actively challenge stereotypes, celebrate diversity and promote equality of opportunity. This brings together perspectives from stakeholders, survey evidence and case study insight. Conclusions and policy recommendations are then presented in Chapter 6.

2 Young people's attainment, choices and participation

2.1 Introduction

In this chapter we draw together evidence from national datasets and literature on young people's attainment, progression, choices and aspirations, and the advice and guidance they utilise to help inform their decisions. We identify different patterns and trends between the equality groups and the challenge for CEIAG.

2.2 Statistical data

In this section tables of statistical data are presented which have been drawn from published government reports, and secondary analysis of datasets undertaken specifically for this project. Government data is drawn from a number of sources including:

- Youth Cohort Study (YCS), an annual survey of cohort members living in England and Wales, starting at age 16 or 17 in the spring after they have completed compulsory education. The same young people are surveyed annually until the age of 19 or 20 to record their education and labour market experience, their training and qualifications and a wide range of other issues.
- Longitudinal Study of Young People in England (LSYPE) began in 2004 with 15,770 young people aged 13/14 and will continue until they reach the age of 25. The same young people are interviewed annually about their attitudes to school, aspirations for future work and study, friends and family, use of leisure time and, as the young people get older, describe transitions to college/university, work or unemployment.
- The National Connexions Client Information System (NCCIS) collates data on young people in contact with the Connexions services, drawing data from all services in England to provide school leaver destination information. It records the numbers and characteristics of young people using Connexions services and their current employment status. Local Connexions services use their CCIS as a management information system and record more detailed information about the types of young people who are using their services, their experiences of transitions and detail of the employment or training that they are undertaking.
- Department for Education (DfE) school census information provides a pupil level record of the numbers and characteristics of pupils, special educational needs and post-16 learning aims for England and Wales. Scotland does not record the post-16 learning aims. School characteristics are also recorded as part of the school census.

Table 2.1   Matrix of dataset variables, England

	Age	Gender	Socio-economic	Ethnicity	Religion or belief	LDD/SEN	Refugee	Offender	In care	Sexual orientation	Carer
Current activity	Y C I	Y C I	Y	Y C I		C I	C	C	C	C	C
Attitude to school / learning	L	L	A L	L		L					
Attainment achieved / expected	Y C L S	Y C L S	Y S	Y C L		C L S	C	C	C	C	C
Experience of transition	Y L	Y L	Y L	Y L		L					
Source of advice	Y L	Y L	Y	Y L		L					
Experience of advice	Y C L	Y C L	Y	Y C L		C L	C	C	C	C	C
Career plans	Y L	Y L	Y	Y L		L					
Learning plans	Y L	Y L	Y	Y L		L					

Notes:

Y: Youth Cohort Study

I: Individualised Learner Record

L: Longitudinal Study of Young People in England

C: National Connexions Client Information System

S: School census

- Individualised Learner Records are also held for all young people who attend further education providers funded (until recently) through the Learning and Skills Council (LSC). Comparable data in Wales is collated by the National Council for Education and Training for Wales (ELWa), while in Scotland statistical information on further education students are provided through the Scottish Further Education Funding Council (SFEFC).

Summary analyses of these datasets, often combined together, or with other demographic datasets are freely publicly available on government websites for

England (DfE), Scotland (Scottish Government) and Wales (Welsh Assembly Government). These Statistical First Releases (SFRs) or Statistical Publications provide robust reliable data on a range of issues.

As part of this study the research team interrogated the datasets that provided coverage of a range of issues including attainment, participation in learning, attitudes to post-16 learning and sources and experience of careers education or information, advice and guidance. They were interrogated for evidence to inform consideration of three key questions:

- What can be revealed about young people's post-16 destinations by equality group or socio-economic status?
- Is there a relationship between the CEIAG young people received by equality group or socio-economic status and their post-16 destination?
- What can be revealed about young people's access to, experiences of and views about CEIAG by equality group or socio-economic status?

Datasets provide information that can be analysed by gender, ethnic group, disability and (some form of proxy of) socio-economic group. Inconsistencies exist between the datasets, for example there are different definitions used by the data sources to record incidences of young people with learning difficulties or disabilities. So attainment data that comes from the school census can be disaggregated by young people with/without a Statement of Needs and whether they are on School Action or School Action Plus, meanwhile the LSYPE reports those without or with a disability, and the Individualised Learner Record (ILR) uses learning difficulty or disability (LDD). As Table 2.1 shows, data on LGBT, religion or belief and the first languages spoken by young people are rarely recorded and consequently under-reported.

2.3   Educational attainment

Educational attainment as measured by achievement of qualifications is reported for 16 year olds through the school census and the longitudinal studies. Data from the ILR is an additional source at age 18. The numbers and proportions of young people that are performing well at school and achieving good grades at Level 2 (equivalent to 5 GCSE A*-C grades) and Level 3 (A-levels or BTEC Nationals) are increasing (DFES, 2007; EHRC, 2010). Similarly, the take up and success rates at further education (FE) colleges of Level 3 qualifications for young people up to the age of 19 is also improving (Department for Children, Schools and Families (DCSF), 2010). However, attainment of qualifications varies across the equality strands.

The gender differences in attainment are well documented, with girls consistently achieving more and higher grades in qualifications taken in school than boys.

Throughout the school years, girls outperform boys in most academic subjects. At Key Stage 2 when pupils are aged 11, girls perform better in tests in English, literacy and science but not in maths where 78 per cent of girls and 79 per cent of boys achieve the expected standard (DCSF, 2009). At GCSE level when pupils are 15-16, the gender attainment gap is 10 per cent in girls' favour but girls continue to have a narrower advantage in maths. At this stage girls also achieve slightly better than boys in science subjects (Department for Education and Skills (DfES), 2007). Table 2.2 shows that this continues into Level 3 (A-levels or BTEC Nationals) generally taken at age 17/18 with 43 per cent of 18-year-old boys having achieved Level 3, compared with 53 per cent of girls. Boys' underachievement has been an issue of some concern in education policy and research on the causes of the gender gap in school achievement has drawn attention to a number of contributory factors: these include the link between attainment and behaviour and how 'laddish' culture can affect boys' achievement (Skelton et al., 2007). Other research has found boys under pressure to conform to a 'cool' and macho image which is seen as incompatible with studying hard (Warrington et al., 2000). Various policy measures have been explored, particularly single sex teaching, although there is little evidence that pupils achieve better in single sex classes or schools. Some research suggests that teachers should challenge stereotypical differences which lead to different treatment of boys and girls, and encourage diversification of skills and interests along non-gendered lines (Skelton et al., 2007).

Table 2.2   Percentage achieving highest qualification achieved by 18, by characteristics (England, 2008, ages 17-18)

		Attained given level (%)		
	Weighted base	Level 3	Level 2	Below Level 2
All	*16,581*	47	30	23
Gender				
Male	*8,293*	43	31	26
Female	*8,161*	53	29	18
Ethnic origin				
White	*14,029*	47	30	23
Mixed	*372*	46	31	23
Indian	*380*	68	23	9
Pakistani	*382*	42	35	23
Bangladeshi	*163*	43	33	24
Other Asian	*199*	72	16	12
Black African	*301*	48	37	15
Black Caribbean	*240*	35	42	22
Other	*173*	52	34	14
Parental occupation				
Higher professional	*1,131*	69	21	9
Lower professional	*6,179*	62	26	12
Intermediate	*3,085*	47	33	20
Lower supervisory	*1,345*	33	35	31
Routine	*2,764*	28	36	35
Other/not classified	*1,917*	26	32	41
Parental education				
Degree	*3,558*	75	18	7
At least 1 A-level	*3,521*	54	30	16
Below A-Level / Not sure	*9,342*	35	35	30
Free school meals (Year 11)				
No	*13,351*	48	31	20
Yes	*1,908*	21	35	44
Disability				
Yes	*617*	28	30	42
No	*15,610*	49	30	21

Source: DCSF SFR: Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008 (Table A: p.52) http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/Bull01_2009textvfinal.pdf

The difference in attainment between different ethnic groups at both Level 2 and Level 3 is also significant. By the age of 18, 47 per cent of White young people have achieved a Level 3 qualification, compared with 68 per cent of Indian and 35 per cent of Black Caribbean young people. The category Other Asians (notably Chinese) young people is the group most likely to record high levels of attainment.

There is also a clear relationship between poverty and young people's educational attainment. The Poverty Site (www.poverty.org.uk) presents analysis comparing GCSE results in Wales with school level data on free school meals (Palmer, 2010). This shows a direct relationship between the proportions of 16 year olds without Level 2 qualifications and schools with the highest proportions of those in receipt of free school meals. Overall, the numbers of young people with low or no qualifications at age 16 are declining, though the link with poverty has remained consistent over the past 10 years.

These issues may be compounded as groups of young people from minority ethnic backgrounds may also be living in areas of poverty. Bhattacharyya et al. (2003) explored a range of factors affecting attainment. Social deprivation was clearly an important factor as minority ethnic groups tend to be in the lower socio-economic groups (as evidenced by free school meals as a proxy measure), particularly young people in Pakistani, Bangladeshi and Black groups and those from the Gypsy, Roma and Traveller communities. Their data showed that this was an important factor; for all ethnic groups, children eligible for free school meals were significantly less likely to achieve five or more A*-C grades at GCSE than those ineligible for free school meals – this disparity was most pronounced for White pupils (22 per cent eligible achieved the five or more, compared with 56 per cent who were not eligible and achieved the standard). However, while socio-economic status is a powerful influencing factor, it is not a determining one. For example, the Bhattacharyya et al. report demonstrated that Chinese children who are eligible for free school meals are more likely to achieve five or more GCSEs than all other ethnic groups (regardless of free school meal status), except Indian non-free school meal pupils.

There are also differences in attainment by ethnicity, and by gender and ethnicity in combination: at the end of Key Stage 4, 19 per cent of White British boys, 22 per cent of Black Caribbean boys and 24 per cent of White British girls from low income households (and therefore eligible for free school meals) achieve Level 2 qualifications in England, compared with 27 per cent of all pupils eligible for free school meals and 51 per cent of all pupils (DCFS, 2009a).

Research on the relationship between social class and achievement shows a 22 percentage point difference in achievement in English at Key Stage 2 between free school meal students and non-free school meal pupils, (with the latter attaining higher levels of achievement) and higher for boys (24 per cent) compared with girls (20 per cent) (Skelton et al., 2007). A research review commissioned by the Commission shows the persistence of socio-economic disadvantage and how experience even in the early years of life and education affect life chances (Johnson and Kossykh, 2007).

Table 2.3   GCSE attainment (England, 2006–2009, ages 15-16)

	5+ A*-C grades				5+ A*-C grades inc. English & Mathematics			
	06	07	08	09	06	07	08	09
SEN Provision								
No identified SEN	**66.3**	**69.4**	**74.6**	**80.2**	**51.9**	**54.3**	**57.8**	**61.3**
All SEN pupils	**17.4**	**20.9**	**27.1**	**36.2**	**8.7**	**10.3**	**13.2**	**16.5**
SEN without a statement	19.8	23.7	30.5	40.3	9.9	11.8	14.9	18.5
School Action	21.9	26.7	34.6	45.5	10.9	13.1	16.9	21.1
School Action +	15.3	17.5	22.3	30.2	7.8	9.0	11.0	13.3
SEN with a statement	8.7	9.4	11.2	14.9	4.4	4.5	5.3	6.1
Unclassified	51.1	48.4	53.6	61.0	37.9	34.8	39.5	47.1
All pupils	**57.3**	**59.9**	**64.4**	**69.8**	**44.0**	**45.8**	**48.2**	**50.7**
Type of Need								
Specific Learning Difficulty	18.1	20.3	25.0	32.7	7.3	8.0	10.3	11.7
Moderate Learning Difficulty	3.8	4.9	7.7	14.2	1.1	1.2	1.9	2.6
Severe Learning Difficulty	1.3	1.0	1.5	2.5	0.4	0.3	0.5	0.5
Profound & Multiple Learning Difficulty	0.8	0.2	2.4	1.4	0.4	0.2	0.7	0.6
Behaviour, Emotional & Social Difficulties	9.8	12.1	16.8	23.3	5.0	6.3	8.3	10.7
Speech, Language and Communications Needs	15.0	17.9	19.6	26.0	5.9	7.6	8.5	10.2
Hearing Impairment	39.5	40.6	42.9	50.3	26.2	27.2	28.3	29.4
Visual Impairment	45.0	48.0	50.0	50.4	30.8	32.0	33.4	32.9
Multi-Sensory Impairment	23.1	17.1	26.7	25.8	12.8	14.3	21.7	16.1
Physical Disability	31.3	31.3	33.7	42.0	21.5	19.8	21.5	24.6
Autistic Spectrum Disorder	24.7	26.4	29.0	34.2	15.1	16.2	18.2	20.2
Other Difficulty/Disability	22.2	23.7	31.3	41.0	12.1	14.1	17.3	21.9

Source: DCSF: GCSE Attainment by Pupil Characteristics, in England 2008/09 (Summary Table)
http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml

Table 2.3 outlines the attainment of 16 year olds with Special Educational Needs (SEN); 36 per cent of all pupils with SEN in 2009 achieved Level 2 qualifications (equivalent 5+ A*-C grades) compared with 80 per cent of pupils with no identified SEN. When English and mathematics are included, only 17 per cent of pupils with SEN achieved 5+ A*-C grades, compared to 61 per cent with no identified SEN. It also shows the significance of the type of need, as young people with some physical disabilities such as hearing or visual impairment, while still achieving lower levels of attainment than their counterparts with no SEN, are nevertheless much more likely to achieve better grades than young people with speech, language and communication needs.

2.4 Young people's intentions to remain in education

Most young people have high aspirations for the future and recognise the importance of qualifications in enabling them to reach their goals. Recent research on primary school pupils suggests that aspirations are formed, and are high, at a relatively young age: three-quarters of children in primary school want to go into higher education (HE) and, among girls, more than 80 per cent have this aspiration (Atherton et al., 2009).

Some research has drawn attention to the raising of girls' aspirations in recent years. Research with 14 and 15 year olds has found that girls are more positive than boys about staying on at school to study for A-levels (Beck et al., 2006). Research in primary schools referred to above found a difference of 14 percentage points between boys and girls aspiring to HE (Atherton et al., 2009). With regard to their longer term career aspirations, other research suggests there may be differences in what young women and men aspire to, with research with 14-16 year olds finding that boys are more inclined to value 'high pay potential' while girls are more interested in job conditions and intrinsic aspects of jobs (Millward et al., 2006).

Table 2.4 shows how the aspiration to stay in full-time education after 16 is high among 14 year olds, but that it is segregated by gender, ethnicity and socio-economic status. The biggest gap is socio-economic, with 94 per cent of those from higher professional backgrounds intending to stay in full-time education after 16 compared with 75 per cent of those whose parents are in routine occupations. Black African (98 per cent) young people are the most likely to say they want to stay in full-time education, followed by Indian (97 per cent), Bangladeshi (97 per cent), Pakistani (96 per cent) and Black Caribbean (95 per cent) young people. There are notable gender differences, with 91 per cent of young women and 78 per cent of young men aspiring to full-time education after 16. It is interesting to note that aspiration to study beyond compulsory schooling age is not aligned with attainment at Level 2 as those groups who are not high academic achievers continue to place high value upon educational opportunities.

Research with young people from ethnic minorities has found high aspirations among both boys and girls. A survey of more than 1,000 young people found particularly high aspirations among girls from Pakistani and Bangladeshi families (Bhavnani, 2006). A qualitative study of young Black men aged 15-19 and their engagement with the Connexions service found that they particularly valued education and a recurring theme of discussions was the importance of trying to stay 'plugged in', as opposed to dropping out (Aymer and Okitikpi, 2001).

Table 2.4   Intentions to remain in full-time education and actual destination (England, 2007, ages 14-16)

		Weighted sample	Intention to be in FT Ed at age 16 (Year 10, 2005)	Actually in FT Ed at age 16 (2007)	FT Ed if <5 GCSE A*-C (2007)	FT Ed if >5 GCSE A*-C (2007)
All in Year 10 (2005)		12,416	84%	72%	51%	88%
Sex	Male	6,252	78%	68%	47%	86%
	Female	6,165	91%	76%	55%	89%
Young person's ethnic group	White	10,821	82%	69%	46%	86%
	Mixed	356	90%	76%	59%	90%
	Indian	316	97%	95%	86%	98%
	Pakistani	297	96%	85%	74%	95%
	Bangladeshi	116	97%	85%	73%	94%
	Black Caribbean	179	95%	96%	92%	99%
	Black African	208	98%	83%	76%	93%
	Other	290	98%	92%	82%	97%
Parental Occupation (NS-SEC)	Higher professional	1,603	94%	86%	59%	92%
	Lower professional	2,948	89%	81%	54%	90%
	Intermediate	2,210	85%	71%	49%	85%
	Lower supervisory	1,325	77%	63%	48%	80%
	Routine	2,746	75%	62%	48%	83%
	Other/not classified	1,767	84%	62%	52%	85%

Source: DCSF SFR: Youth Cohort Study and Longitudinal Study of Young People in England:
The Activities and Experiences of 16 Year Olds: England 2008. (Table 4.3.1)
http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000795/Bulletin_tables_final.xls

Some of this pattern is reflected in analysis of the YCS which shows that aspirations to higher education are much higher among some ethnic groups (Table 2.5) and those from higher professional education backgrounds (Table 2.6). The YCS shows that girls think they are far more likely than boys to ever go to university to do a degree. Similarly young people from ethnic minority backgrounds are much more likely to agree that they will apply to go to university than white young people (83 per cent and 86 per cent respectively compared with 52 per cent). Parental occupation is also a predictor of whether young people think they will go to university; 55 per cent of young people whose parents are in higher professional occupations think it highly likely, compared with 23 per cent of those from routine occupational backgrounds. Various initiatives such as Aimhigher have sought to address this, in order to ensure that young people's aspirations become expectations that they will progress to study at university by overcoming cultural, psychological and practical obstacles.

Table 2.5   Likelihood of ever going to university to do a degree by ethnicity (England, 2007, ages 16-18)

	White	Black	Asian	Other ethnic group	Unknown/ not stated	Total
Don't Know	112	3	8	6		129
	1.7%	1.3%	1.5%	2.2%	0.0%	1.7%
Very likely	2263	144	346	136	4	2893
	34.9%	61.0%	65.0%	50.7%	80.0%	38.5%
Fairly likely	1220	52	113	65		1450
	18.8%	22.0%	21.2%	24.3%	0.0%	19.3%
Not very likely	1467	24	46	38		1575
	22.6%	10.2%	8.6%	14.2%	0.0%	20.9%
Not at all likely	1421	13	19	23	1	1477
	21.9%	5.5%	3.6%	8.6%	20.0%	19.6%
Total	6483	236	532	268	5	7524
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Data supplied by DCSF to iCeGS from youth cohort study cohort 13

Table 2.6   Likelihood of ever going to university to do a degree by socio-economic status (England, 2007, ages 16-18)

	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine	Other/not classified	Total
Don't Know	4	45	27	12	23	18	129
	0.8%	1.6%	1.6%	1.8%	1.7%	3.2%	1.7%
Very likely	280	1414	554	155	307	183	2893
	54.6%	50.3%	33.6%	23.9%	23.1%	32.0%	38.5%
Fairly likely	106	488	349	122	283	102	1450
	20.7%	17.4%	21.2%	18.8%	21.3%	17.9%	19.3%
Not very likely	68	474	353	195	349	136	1575
	13.3%	16.9%	21.4%	30.0%	26.2%	23.8%	20.9%
Not at all likely	55	390	366	165	369	132	1477
	10.7%	13.9%	22.2%	25.4%	27.7%	23.1%	19.6%
Total	513	2811	1649	649	1331	571	7524
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Data supplied by DCSF to iCeGS from youth cohort study cohort 13

Aspirations to continue in education post-16 and in higher education reflect a number of issues. Educational attainment at Level 2 is one factor, but in several cases this is overshadowed by the influence of ethnic background and low socio-economic status.

2.5 Post-16 participation

After leaving school at Year 11, most young people (90 per cent of 657,400 young people aged 16 in 2008 in England) are engaged in education or training, including 32 per cent in full-time education in schools, 11 per cent at sixth form college and 31 per cent in further education. Eleven per cent are in work-based learning, employer-funded training or other education or training. In terms of participation in employment and work-based learning there are some gender differences, with boys being more likely to be in employment or in work-related training than girls (see Table 2.7).

Table 2.7   Participation of 16 year olds in education and training (England, 2007 and 2008 - provisional)

	Males		Females		All	
End of calendar year	**2007**	**2008**	**2007**	**2008**	**2007**	**2008**
Full time education	74.9	78.0	83.3	85.2	79.0	81.5
Work Based Learning (WBL)	7.2	6.6	4.6	4.2	5.9	5.5
Employer Funded Training (EFT)	2.6	1.9	2.0	1.5	2.3	1.7
Other Education and Training (OET)	3.8	4.8	3.2	3.5	3.5	4.2
Total Education and training	**88.2**	**91.0**	**92.9**	**94.4**	**90.5**	**92.7**
Not in any education or training - in employment	5.5	2.6	2.4	1.6	4.0	2.1
Not in any education, employment or training (NEET)	6.3	6.3	4.7	3.9	5.5	5.2
Total Not in any Education or Training (NET)	**11.8**	**9.0**	**7.1**	**5.6**	**9.5**	**7.3**
Sub-total for information:						
Total Education and WBL	**85.5**	**88.5**	**90.8**	**92.7**	**88.0**	**90.5**
All	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Population (thousands)	**345.4**	**338.9**	**323.6**	**318.5**	**669.1**	**657.4**

Source: DCSF SFR 16 June 2009 Participation in Education, Training and Employment by 16–18 year olds in England, Table 1: http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml

Young people are less likely to be in full-time education after 16 than their aspirations suggest (Table 2.4). Analysis of the YCS combined with LSYPE indicates that much of this difference may be explained by attainment. For example, in 2005, 84 per cent of young people in Year 10 intended to be in full-time education by age 16. In 2007, 72 per cent were actually in full-time education at 16. Eighty-eight per cent of those who achieved five or more A-C* grades at GCSE were in full-time education in 2007, compared to 51 per cent with fewer than five or more A-C* grades at GCSE. However, 86 per cent of young people from the Indian ethnic group, and 92 per cent of young Black Caribbean people were in full-time education at 16 in 2007 with fewer than five or more A-C* grades at GCSE compared to the average of 51 per cent. Based on the survey data, the biggest gaps in aspiration and actual destinations are for young women and Black African young people, who were 15 percentage points

less likely to be in full-time education after 16 in 2007 than they intended in 2005. This requires further investigation.

A follow-up survey of leavers from Scottish schools commissioned by the Scottish Government (2010) explored the participation in post-compulsory education of young people with disabilities. The study explored the education, training or employment position of young people who had left school in 2008 and their position one year later. The findings show that many young people who were not engaged as they left school had improved their employment, education or training position over the course of the year, but this was not the case for disabled young people. The report found that 21 per cent of disabled young people were workless (broadly equivalent to NEET) compared to 14 per cent of the non-disabled group one year after leaving school. Similarly, disabled young people (14 per cent) were much less likely to be in higher education, compared to 34 per cent of non-disabled school leavers. A much larger proportion (45 per cent) of disabled young people were in further education one year after leaving school, compared to 24 per cent of non-disabled young people. However, research shows that young people with disabilities in further education tend to stay longer on courses and attain fewer or no education or training outcomes and experience disappointment and frustration with their experiences of early adult life (Burchardt, 2005).

Gender differences in participation in education after 16 have been well researched; 82 per cent of girls stayed on to post-compulsory study after 16 in 2006 compared to 72 per cent of boys. Girls were slightly more likely to be entered for A-levels than boys. Forty-six per cent of A-level entries in 2006 were made by boys (DfES, 2007). While the underachievement of boys is a national issue, concern has been expressed that the focus on boys' underachievement can shift attention from the fact that large numbers of girls are also low attainers and are the group most likely to have their aspirations to further study thwarted. The DfES (2007) made this observation in the topic paper *Gender and Education*, which also highlighted the issue that girls' subject choices were typically stereotyped and more likely to lead to a narrower set of occupational choices, which would have greater long-term consequences in terms of career choice and lifetime earnings than underachievement in itself (DfES, 2007).

Table 2.8   Main activity at 17 by selected characteristics (%)
(England, 2008, ages 17-18)

	Weighted base	FTE (%)	Job with training (%)	Job without training (%)	Govt supported training (%)	NEET (%)
All	*16,647*	63	9	12	7	8
Gender						
Male	*8,414*	59	10	12	10	8
Female	*8,233*	68	8	12	5	7
Ethnic origin						
White	*14,185*	61	10	13	8	8
Mixed	*376*	67	7	13	4	8
Indian	*382*	90	2	3	1	3
Pakistani	*392*	79	5	4	3	9
Bangladeshi	*164*	79	2	6	4	9
Other Asian	*200*	89	*	*	*	4
Black African	*304*	91	3	2	1	3
Black Caribbean	*241*	75	4	7	3	10
Other	*173*	84	5	4	1	6
Parental occupation						
Higher professional	*1,138*	78	6	7	5	3
Lower professional	*6,236*	73	8	9	6	3
Intermediate	*3,118*	61	10	14	9	6
Lower supervisory	*1,357*	50	13	17	12	9
Routine	*2,811*	50	10	17	9	14
Other/not classified	*1,957*	57	7	11	7	18
Parental education						
Degree	*3,595*	83	5	5	4	3
At least 1 A-Level	*3,545*	66	10	11	8	5
Below A-Level / Not sure	*9,476*	55	10	15	8	11
Free school meals (Year 11)						
No	*13,432*	63	10	13	8	7
Yes	*1,922*	57	7	11	7	17
Disability						
Yes	*642*	60	7	11	5	17
No	*15,764*	64	9	12	7	7

Source: DCSF SFR: Youth Cohort Study & Longitudinal Study of Young People in England:
The Activities and Experiences of 17 year olds: England 2008 (Table 5.1.1: Page 30)
http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/Bull01_2009textvfinal.pdf

Girls' participation in further education at sixth form school or college has resulted in increasing access to HE. Although participation rates in HE have risen for all young people, for women they have grown at a faster rate. As a result, by 2004-05 women and men had the same rate of qualification at degree level (Li et al., 2008). However,

women are statistically less likely than men to progress into HE once prior attainment is controlled for (Broecke and Hamed, 2008).

Evidence from both of the longitudinal studies in England and destination data from Scotland show a clear link between participation in education beyond compulsory schooling age and socio-economic status, either in terms of parental occupation (Table 2.8) or more broadly across an index of a range of measures of deprivation (Table 2.9). Young people from lower socio-economic groups are less likely to participate in full-time education beyond 16 and are more likely to be unemployed and seeking work.

Table 2.9   Percentage of school leavers from publicly funded secondary schools by destination category. Scottish Index of Multiple Deprivation Decile (SIMD) (Scotland, 2009, ages 16-19)

Destination	SIMD* 2009 decile										Total
	Most deprived								Least deprived		
	1	2	3	4	5	6	7	8	9	10	
Higher education	14.1	18.4	23.0	26.5	32.3	36.0	41.3	47.5	53.9	61.3	34.9
Further education	34.4	32.4	32.8	31.0	29.2	26.7	23.7	21.9	19.9	16.4	27.0
Training	12.1	9.8	7.3	5.6	4.6	3.4	2.7	1.7	1.6	1.0	5.1
Employment	14.6	18.3	18.1	20.2	20.6	20.7	21.8	19.1	16.7	14.3	18.4
Voluntary work	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.2	0.1	0.3	0.2
Unemployed seeking	19.8	17.2	15.6	13.6	10.7	10.3	8.1	7.3	6.2	5.1	11.5
Unemployed not seeking	2.6	2.0	2.0	1.6	1.2	1.7	1.3	1.2	0.9	0.8	1.6
Unknown	2.1	1.6	1.2	1.4	1.1	0.9	0.8	1.0	0.7	0.9	1.2
Total leavers	6,099	5,514	5,294	5,043	5,351	5,303	5,353	5,391	5,342	4,832	53,522

Source: Scottish Government Publication: Destinations of Leavers from Scottish Schools: 2008/09. Table 9: http://www.scotland.gov.uk/Resource/Doc/292767/0090358.xls

In summary, engagement in full-time education post 16 is influenced by ethnic group, socio-economic status and gender. Boys, young people with a disability, White and young people with parents with lower socio-economic status are least likely to be in full-time post-16 education. Young people who are neither in full-time education, nor unemployed, are in employment and/or training. This is a more popular option for boys (32 per cent of 17 year olds compared with 25 per cent of girls) and (according to the YCS/LSYPE) for White young people than other groups (31 per cent of White young people, compared with 24 per cent of mixed and 6 per cent of Indian or Black African young people).

Participation in the various vocational routes reflects the different needs and aspirations of young people post 16. For example, Table 2.10 indicates that there is a

60:40 male:female ratio on entry to employment (e2e) programmes. These courses were designed for young people aged 16–18 who are not in employment or training to undertake learning focused on three skills areas: basic and key skills, vocational development, and personal and social development. They have been replaced from September 2010 by Foundation Learning.

As young males and those with learning difficulties and disabilities are most likely to be NEET they are correspondingly most likely to be offered e2e learning opportunities. Train to Gain, also referred to in Table 2.11, was an in-employment training support programme for learners who have low or no qualifications which has been terminated by the coalition government. Take-up of this option reflected employment patterns among the young employed.

**Table 2.10   Course enrolments across vocational routes
(England, 2008-09, ages 16-18)**

	Work-based learning	Entry to employment	Train to Gain	Further education
Total enrolments	105,007	241,594	6,342	3429078
Female	43.9%	39.5%	56.6%	49.6%
Male	56.1%	60.5%	43.4%	50.4%
Learning difficulties or disabilities	10.3%	29.1%	5.2%	17.0%
No learning difficulties or disabilities	89.0%	68.7%	93.8%	78.4%
White	94.0%	85.7%	91.6%	81.0%
Asian	2.9%	5.4%	3.6%	7.7%
Black	0.9%	3.8%	1.4%	5.2%
Mixed	1.3%	3.5%	0.1%	3.1%
Chinese	0.0%	0.0%	0.0%	0.4%
Not known/provided	0.8%	0.8%	1.1%	1.4%

Source: ILR data provided to iCeGS by The Data Service
Note: Information relates to enrolments on courses rather than individuals participating in courses

2.6   Subject, course and vocational choices

There has been considerable research into stereotypical subject choice and career choice that has focused on gender differences. For example a review of the implications of gender for 14-16 year olds' career choices concluded that children's choices reflected a gendered dichotomy where boys opt for technical or business jobs, while girls choose jobs with creative or caring elements (Francis, 2002). Gendered influences begin very early, with research with primary school pupils

finding boys interested in sports and girls in performance, hairdressing and nursing (Atherton et al., 2009).

These influences continue into secondary school: recent research involving interviews with more than 1,000 14-18 year olds has found that, regardless of socio-economic group, boys are more likely than girls to expect to work in engineering, ICT, skilled trades, building, construction, architecture or mechanics; while more girls than boys expect to work in teaching, childcare, nursing and midwifery, and hairdressing and beauty. None of the boys surveyed expected to be working in any of these categories, with the exception of teaching (Jackson and Hudson, 2009). Recent research with more than 4,000 young people in Years 7 and 9 has found girls to be more interested in careers in design, arts, crafts and performing arts, while boys are more interested in careers in leisure, sport and tourism, security and the armed forces (Hutchinson et al., 2009). This research found few differences in the responses of Year 7 and Year 9 pupils, suggesting that there is limited career-related learning in the early years of secondary schools that affects vocational aspirations.

Other research shows similar expectations and stereotyping of jobs, but there are also indications that girls are less likely to stereotype jobs than boys (McQuaid et al., 2004). The same research also found lower achievers more likely to stereotype.

These choices are demonstrated most strikingly in the subject choices that young people make at both GCSE and A-level (Table 2.11). At GCSE, for compulsory subjects English, mathematics and science, there is an equal split between boys and girls of the subjects attempted, and this remains more or less true for those subjects with a high uptake such as English literature, any design and technology, any modern foreign language, history and geography. Where young people can choose 'additional' subjects, their choices begin to reflect gender stereotypes, for example, girls account for 62 per cent of pupils taking GCSE art. Within design and technology, where pupils choose from a range of courses, girls are 97 per cent of pupils taking textiles technology, while boys are 84 per cent who opt for resistant materials. However, while for many subjects there is a difference in take-up between genders, it is not exceptionally marked across subjects such as chemistry, physics, business studies and information technology, hitherto associated with male choices.

As young people have to select fewer subjects for study at A-level their choices are more gender stereotypical than at GCSE (Table 2.12). Subjects typically chosen by girls include art and design, modern foreign languages, psychology and sociology. Boys typically choose mathematics, computer studies, economics and business studies. Within the sciences, biological sciences is the most popular A-level with a

bias towards popularity among girls (57 per cent of entries are from females), while physics is much more popular among boys, who account for 78 per cent of entries.

Table 2.11   GCSE subjects entered in schools (England, 2008-09, end of KS4)

	Total entries thousands	Boys		Girls	
Any Subject	619.4	314.1	51%	305.2	49%
English	597.9	300.4	50%	297.5	50%
Mathematics	592.6	298.8	50%	293.9	50%
Any Science	565.3	285.1	50%	280.2	50%
Core Science	456.0	227.2	50%	228.8	50%
Additional Science	324.3	161.0	50%	163.4	50%
Additional Applied Science	47.4	21.9	46%	25.5	54%
Physics	82.3	45.7	56%	36.6	44%
Chemistry	83.1	45.8	55%	37.3	45%
Biological Sciences	88.0	47.7	54%	40.3	46%
Other Sciences	23.8	11.6	49%	12.1	51%
Any Design & Technology	274.2	148.0	54%	126.2	46%
D & T: Electronic Products	11.9	10.9	92%	1.0	8%
D & T: Food Technology	66.7	23.5	35%	43.2	65%
D & T: Graphic Products	56.4	32.7	58%	23.7	42%
D & T: Resistant Materials	74.6	62.5	84%	12.1	16%
D & T: Systems & Control	6.2	5.7	92%	0.5	8%
D & T: Textiles Technology	39.8	1.3	3%	38.5	97%
Other Design and Technology	31.3	19.9	64%	11.4	36%
Information Technology	55.2	30.4	55%	24.8	45%
Business Studies	74.2	43.5	59%	30.7	41%
Home Economics	30.5	2.9	10%	27.6	90%
Geography	170.9	94.2	55%	76.7	45%
History	197.8	100.2	51%	97.6	49%
Humanities	14.5	7.1	49%	7.4	51%
Social Studies	24.0	7.1	30%	16.8	70%
Music	48.0	25.3	53%	22.7	47%
Any Modern Language	278.8	124.3	45%	154.5	55%
French	167.3	72.4	43%	94.9	57%
German	68.3	32.2	47%	36.1	53%
Spanish	57.3	24.3	42%	33.0	58%
Other Modern Languages	20.1	9.4	47%	10.7	53%
Art and Design	169.7	64.1	38%	105.6	62%
English Literature	483.1	231.6	48%	251.4	52%
Drama	86.3	33.8	39%	52.4	61%
Media/Film/TV	61.0	30.5	50%	30.5	50%
Communication Studies	7.5	2.7	36%	4.7	63%
Physical Education	135.5	80.2	59%	55.2	41%
Religious Studies	167.3	75.0	45%	92.3	55%

Source: DCSF SFR: GCSE and Equivalent Results in England, 2008/09 (Revised). Additional tables (Table 8) http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000909/SFR012010_AdditionalTables_8-17_Final.xls

Table 2.12   GCE A-level examination results in schools and colleges (England, 2008/09, ages 17-18)

	Total entries (thousands)	Boys		Girls	
All subjects	757.7	349.0	46%	408.7	54%
Biological Sciences	48.0	20.5	43%	27.5	57%
Chemistry	37.1	19.2	52%	18.0	48%
Physics	25.6	20.0	78%	5.6	22%
Other Science	3.9	2.8	72%	1.1	28%
		0.0			
Mathematics	64.5	38.4	60%	26.1	40%
Further Mathematics	9.4	6.5	69%	3.0	31%
Design and Technology	15.4	8.9	57%	6.6	43%
Computer Studies	3.9	3.7	93%	0.3	7%
ICT	9.1	5.7	63%	3.4	37%
Accounting and Finance	3.7	2.2	61%	1.4	39%
Business Studies	30.6	18.2	60%	12.4	40%
Economics	17.7	12.2	69%	5.5	31%
Geography	28.5	15.5	55%	12.9	45%
Government and Politics	11.7	6.7	57%	5.0	43%
History	42.8	21.5	50%	21.4	50%
Law	14.8	6.1	41%	8.7	59%
Psychology	49.7	12.7	26%	37.0	74%
Sociology	26.5	6.4	24%	20.1	76%
Other social studies	3.4	1.7	51%	1.7	49%
Art and Design	41.1	12.0	29%	29.1	71%
Drama	15.3	4.8	32%	10.5	68%
English	83.6	26.1	31%	57.5	69%
Media/Film/Television Studies	25.1	11.0	44%	14.0	56%
French	12.2	4.0	32%	8.3	68%
German	5.1	2.0	40%	3.1	60%
Spanish	6.1	2.0	32%	4.1	68%
Other modern languages	6.1	2.6	43%	3.5	57%
Classical Studies	5.9	2.8	47%	3.1	53%
Home Economics	0.3	0.0	9%	0.3	91%
Religious Studies	17.5	5.9	33%	11.6	67%

Source: DCSF SFR: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2008/09 (Revised) Additional tables (Tables 2, 2m.2f)
http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000906/KS5_SFR_Tables_1_8.xls

Table 2.13   Percentage of apprenticeship starts by ethnic group, LDD and Gender (England, 2008-09, ages 16-18)

	Ethnic group				Learning difficulty or disability		Gender	
	Black	Asian	Chinese/ mixed	White	LDD	No LDD	Females	Males
Business Administration	2.4	6.3	1.7	88.1	11.1	88.9	81.6	18.4
Children's Care, Learning and Development	2.5	9.1	1.9	84.8	16.2	83.8	97.1	2.9
Electro technical	0.9	0.8	1.3	96.4	4.7	95.3	1.2	98.8
Engineering	1.4	1.2	1.1	95.6	6.1	93.9	2.7	97.3
Retail	1.3	4	1.4	91.3	11.1	88.9	67.2	32.8
Construction	0.7	0.6	1.1	96.2	9	91	1.6	98.4
Plumbing	1	1	1.2	95.9	7.1	92.9	2.6	97.4
Hairdressing	0.5	0.7	1.5	95.6	15.6	84.4	91.2	8.8
Hospitality and Catering	1.7	1.5	1.4	92.8	8.3	91.7	53.3	46.7
Active Leisure and Learning	4.2	2	2.8	89.4	10.1	89.9	36.2	63.8
Health and Social Care	3.9	5	1.2	87.8	11.2	88.8	87.2	12.8
Management	2	4.3	1.2	90.2	12.8	87.2	63.3	36.7
Customer Service	2.3	5.1	1.8	88.4	12.3	87.7	68.6	31.4
Vehicle Maintenance and Repair	0.7	2.5	1	94.5	12.2	87.8	2.5	97.5
Other subjects	2.5	3.4	2.2	90.1	7.7	92.3	34	66
Total	1.9	3.3	1.0	91.4	10.2	89.8	47.2	52.8
Totals	2618	4476	1240	123959	13833	121789	640134	71608

Source: Table summarised from ILR data presented in Marangozov et al. (2009) Research to Shape Critical Mass Pilots to Address Under representation in Apprenticeships, LSC, Coventry.(Tables A2.3-A2.18) http://www.employment-studies.co.uk/pubs/report.php?id=lsc_1109

Young people taking vocational learning routes are also making stereotypical choices and this is especially true of apprenticeships (Table 2.13). Overall there is a slight over-representation of white young people on apprenticeships (91.4 per cent of the total) although there are significant differences between ethnic groups regarding their choice of sector with learners from black and ethnic minority groups being disproportionately over-represented in children's care and business administration, and under-represented in electrotechnical, construction and plumbing activities (Marangozov et al., 2009, 37).

Segregation of apprenticeship choice by gender, however, is even more significant with, for example, 97 per cent of those taking engineering being male and 97 per cent of those taking children's care learning and development being female (Table 2.13). Only one sector, hospitality and catering, even approaches equal gender representation. Females are under-represented in the more highly paid sectors such as construction and those in which Level 3 ('advanced') apprenticeships are offered, such as engineering, electro technical and the motor industry.

Enrolments on vocational learning programmes are as much a reflection of segregated employment as they are of segregated employment aspirations among young people. Table 2.14 shows a selection of areas of vocational learning by gender, learning difficulty and disability (LDD) and ethnic group. It shows that building and vehicle work-based learning courses are almost exclusively taken by males, while the same is true of females and beauty, veterinary and dental nursing, and childcare courses.

Young people with learning difficulties or defined as having disabilities more generally, are highly represented in a limited range of vocational learning options such as horticulture, agriculture and animal care, and childcare and development (the latter also being a popular apprenticeship opportunity for young people with Learning Difficulties and Disabilities (LDD). The contrast between vocational subjects is marked, for example 20 per cent of enrolments on agricultural crops and livestock courses and 17 per cent of equine industry courses are from young people with LDD. Most young people with learning difficulties or disabilities are enrolled in subjects such as hairdressing (17 per cent of 12,353 enrolments), children's care, learning and development (16 per cent of 10,519 enrolments), and vehicle maintenance and repair (14 per cent of 6,107 enrolments).

**Table 2.14   Work-based learning enrolments on selected courses
(England, 2008-09, ages 16-18)**

	Female	Male	LDD	Asian	Black	Chinese	Mixed	White	Total
Heating, Ventilation, Air Conditioning and Refrigeration	0.6%	99.4%	6.7%	0.0%	0.0%	0.0%	1.0%	98.4%	796
Vehicle Body and Paint Operations	0.9%	99.1%	13.9%	0.0%	0.0%	0.0%	0.8%	99.2%	783
Electrotechnical	1.0%	99.0%	4.8%	0.5%	0.7%	0.0%	1.2%	97.2%	3,530
Construction	1.3%	98.7%	8.6%	0.5%	0.4%	0.0%	0.9%	97.0%	11,555
MES Plumbing	1.5%	98.5%	7.7%	0.6%	0.6%	0.0%	0.8%	97.0%	2901
Vehicle Maintenance and Repair	1.7%	98.3%	13.7%	1.7%	0.4%	0.0%	0.9%	96.0%	6,107
Vehicle Fitting	2.3%	97.7%	15.6%	0.0%	0.0%	0.0%	0.0%	100.0%	397
Engineering	2.5%	97.5%	5.7%	0.8%	0.5%	0.0%	0.8%	97.6%	9,272
Amenity Horticulture	2.5%	97.5%	18.3%	0.0%	0.0%	0.0%	0.0%	100.0%	676
Industrial Applications	2.6%	97.4%	9.8%	1.5%	1.0%	0.0%	2.0%	95.5%	736
Agricultural Crops and Livestock	4.4%	95.6%	19.6%	0.0%	0.0%	0.0%	0.0%	100.0%	363
Public Services	4.8%	95.2%	4.0%	0.0%	0.0%	0.0%	0.0%	100.0%	753
IT & TELECOMS	9.6%	90.4%	5.1%	9.7%	4.7%	0.0%	2.8%	81.4%	2,486
Sporting Excellence	10.4%	89.6%	4.0%	0.3%	6.7%	0.0%	6.5%	84.4%	1,560
Driving Goods Vehicle	11.9%	88.1%	14.9%	0.0%	0.0%	0.0%	0.7%	99.3%	909
IT User	19.8%	80.2%	8.7%	4.6%	1.5%	0.0%	1.8%	92.1%	2,239
Active Leisure and Learning	28.0%	72.0%	8.1%	1.2%	2.5%	0.0%	1.9%	92.9%	2,418
Hospitality and Catering	48.4%	51.6%	9.2%	0.4%	0.7%	0.0%	0.9%	96.6%	5,020
Accountancy	60.2%	39.8%	3.1%	3.1%	0.0%	0.0%	0.0%	96.9%	1,599
Retail	63.7%	36.3%	9.2%	3.9%	0.5%	0.0%	0.8%	94.1%	3,152
Customer Service	69.9%	30.1%	9.0%	5.0%	0.8%	0.0%	1.4%	92.1%	4,376
Equine Industry	77.0%	23.0%	17.3%	0.0%	0.0%	0.0%	0.0%	100.0%	845
Business Administration	77.9%	22.1%	8.2%	7.3%	1.4%	0.0%	1.6%	88.7%	8,990
Health & Social Care	90.0%	10.0%	12.3%	5.6%	0.9%	0.0%	1.7%	90.8%	2,773
Travel and Tourism Services Leisure and Business	91.7%	8.3%	1.0%	0.0%	0.0%	0.0%	0.6%	99.4%	879
Hairdressing	92.0%	8.0%	17.0%	0.5%	0.2%	0.0%	1.3%	96.8%	12,353
Children's Care Learning and Development	97.4%	2.6%	16.2%	9.9%	1.7%	0.0%	1.9%	85.2%	10,519
Dental Nursing	98.3%	1.7%	2.4%	4.7%	0.0%	0.0%	0.0%	95.3%	465
Beauty Therapy	99.5%	0.5%	18.4%	2.4%	1.4%	0.0%	2.5%	90.6%	1,015

Source: ILR data provided to iCeGS by The Data Service
Note: LDD refers to Learning Difficulty or Disability

Vocational subject choices also reflect differences between ethnic groups. A survey of more than 1,000 young people found those from ethnic minority groups to be disproportionately interested in health professions while White boys were over-represented among young people interested in construction and building (Bhavnani, 2006). Similarly, research in Glasgow with young people from ethnic minorities aged 15-18 found their career choices were concentrated largely around the medical sciences (Cassidy et al., 2006) and research with 14-15 year olds found that girls and boys from ethnic minorities conceptualised their employment futures in very traditional ways (Beck et al., 2006). Vocational choices in England reflect some of this with 97 per cent of enrolments on construction courses from White young people and 99 per cent from males. Construction apprenticeships are similarly segregated with 96 per cent of apprenticeships taken up by White young people and 98 per cent taken up by boys. By contrast, 10 per cent of children's care and development courses are taken by Asian young people, and 10 per cent of business administration courses are taken by young people from Asian, Black and mixed ethnic groups. Business administration apprenticeships also have the highest take-up from non-White young people of all apprenticeship sectors. This finding supports other research that shows Black, Asian and Chinese young people are more interested than their White counterparts in business (Beck et al., 2006) and boys have been found to view self-employment more positively than girls (McQuaid et al., 2004).

2.7   Science Technology Engineering and Mathematics (STEM) policy and young people's choices

The past decade has seen considerable policy interest in educational achievement and widening participation in STEM subjects from secondary school to HE and beyond. This interest is based on concern about the dwindling supply to research and industry of people with these skills, as presented in the Roberts' Review Set for Success (Roberts, 2002). Therefore, a business case has been argued for increasing the numbers of young women and young people from ethnic minority groups who take STEM subjects in school and university.

The under-representation of girls in STEM subjects was recognised as a problem needing urgent attention around eight years ago with high-profile reviews leading to publication of the Roberts Review (Roberts, 2002) and the Greenfield Report (Peters et al., 2002). The Roberts Review highlighted the shortage of girls taking STEM subjects at A-level and HE and the need for courses to 'inspire and interest pupils, particularly girls' (Roberts, 2002:3). The review called for increased participation in STEM by women and under-represented ethnic minority groups, particularly in schools but its recommendations did not specifically address the issue of gender imbalance. The Greenfield Report (Peters et al., 2002) offered a strategic approach to tackle under-representation of girls and women in STEM study and industry.

It explained the slow progress in attracting women to careers in STEM with reference to continued lack of information, few visible role models and mentors and little hands-on experience. Alongside these are 'stereotyping of careers advice and lack of knowledge and experience for girls and young women in non-traditional areas of work' (Peters et al., 2002:36).

The Science and Innovation Investment Framework 2004-2014 published in 2004 set out a long-term strategy to increase the supply of STEM specialists, and identified a need to increase the proportion of female students and students from ethnic minorities in HE. The review identified a large number of STEM initiatives run by the then DfES, the then Department of Trade and Industry (DTI) and external agencies (DfES and DTI, 2006). One of these initiatives is Computer Clubs for Girls, which are out of school clubs providing e-learning activities for 10-14 year olds. In secondary schools, STEM Access Grants were made available through the former DTI to encourage the engagement of students from ethnic minorities in science subjects. While supporting the aims of the numerous initiatives established to promote STEM study, the proliferation of initiatives has been identified as a problem by a number of key policy documents, including the STEM Programme Report by the DfES and DTI (DfES and DTI, 2006) and by the Greenfield Report (Peters et al., 2002).

Partly, in response to this criticism, a STEM framework of 11 action programmes has been established to provide a strategic approach to drive these policy priorities. Each action programme is taken forward by a lead organisation to act as a point of contact for other STEM partners and to help coordinate the promotion of the Programme with schools, colleges and others. Action programme 8 (AP8) focuses on careers and is overseen by a National STEM Careers Coordinator. AP8 is intended to 'improve the quality of advice and guidance for students (and their teachers and parents), and to inform subject choice'. The action programme is designed to achieve two key objectives:

- For all young people to be made aware of the fulfilling and attractive careers open to them through the continued study of science and mathematics.
- To provide the knowledge and skills to enable young people to make informed subject choices to achieve qualifications to keep their options open for further study and careers in STEM.

The action programme has developed a range of actions and resources including a STEM Careers Timeline resource for schools, Teachers TV programmes, an equality and diversity toolkit (http://www.stem-e-and-d-toolkit.co.uk/), resource to inspire young people (www.futuremorph.org) and a resource pack called STEM Choices for CEIAG practitioners http://media.education.gov.uk/assets/files/pdf/s/stem-final.pdf

As stated above, a report by the former DfES noted that different subject choices made by girls have long-term consequences in terms of career choice and earnings (DfES, 2007). A recent survey of more than 4,000 pupils in Years 7 and 9 confirms that girls have a stronger preference for other subjects than STEM. Boys were found more likely to choose maths as a preferred subject and to agree that maths and science are easy and enjoyable, while girls expressed a preference for English, art, music and languages. Preferences were found to be more marked among Year 9 than Year 7 pupils (Hutchinson et al., 2009).

Research has found some misconceptions about STEM subjects and careers options. For example, research with Bangladeshi girls in Tower Hamlets found that science and maths were sometimes perceived as only necessary for careers in restricted fields. The report calls for better careers information so that STEM subjects are recognised as relevant to a wider range of careers (Smart and Rahman, 2009). The same research also found that some girls and parents believed that STEM careers, with the exception of medicine, might be unsuitable for girls because of male-dominated working environments and physical demands in occupations, such as engineering. Research on young people's perceptions of and decisions about HE, using data from the longitudinal study LSYPE found that young women are more interested than their male counterparts in studying medicine and subjects allied to social sciences, but are less well represented in STEM subjects, therefore affecting postgraduate career options (Bates et al., 2009).

As a result of gendered choices, there is a noticeable attrition rate in the proportion of girls studying qualifications in science, engineering and technology (SET) subjects. In 2003/04 the proportion of girls studying SET subjects at GCSE was 44 per cent, while girls make up only 39 per cent of those studying SET subjects at A-level in England. The greatest attrition was in physics - from 40 per cent to 22 per cent. Whereas girls were 51 per cent of those obtaining a GCSE in maths in 2003/04, in the same year only 38 per cent of those studying maths at A-level were female (UKRC, 2005). This has a knock-on effect on the proportion of women who study STEM subjects at university (Zaelvski, 2006). Where girls take science subjects they opt for biosciences or medicine rather than for physics, computing and technology subjects, where the proportion of female students is low (Bates et al., 2009).There are, however, some signs of progress, with applications from women for maths and engineering courses growing faster than applications for these subjects from men (UCAS Research Team, 2008).

Young people choosing a vocational route show very marked differences in entry to STEM occupations. Data on apprenticeship starts show around 3 per cent of engineering apprentices are female and, even in the less gendered area of

Information Technology and electronic services, more than six out of seven apprentices are male (Miller et al., 2005). The case for greater diversity in apprenticeships is made in a report produced by the Commission with the Apprenticeship Ambassadors Network (2007).

2.8   Aspects of achievement and transition

There is a wealth of theory and research that seeks to understand and explain why some groups of young people achieve better grades at qualifications than others, why some engage while others reject the school system and why young people chose one vocational route over another. Of interest here, is that particular groups experience education and the transition to further learning or employment differently.

For example, young people from GRT communities have been found to have low aspirations for education (DfES, 2003; Ofsted, 2003), to accord it low value and that by the age of 11 some Traveller children have dropped out of school and do not re-engage (Connexions Cornwall and Devon, 2005). Explanations for this include having a disrupted education as travelling makes it difficult to sustain progress and to gain qualifications (Connexions Cornwall and Devon, 2005). Research also shows high rates of exclusion from school and low attendance (Ofsted, 2003; Derrington and Kendall, 2004). One consequence of low and discontinuous attendance is that GRT children can be regarded as slow learners, rather than children with disrupted education (O'Hanlon and Holmes, 2004). Some of the problems of engagement may result from lack of recognition of GRT culture, with Ofsted finding that attempts to celebrate diversity rarely including Traveller communities, and usually unconnected with schools' programmes on race equality (Ofsted, 2003).

Other young people experience difficulties in engaging at school and the curriculum may not meet their needs. Research for the Commission found that some young people said they would prefer the opportunity to gain more hands-on vocational experience (McLarty and Moran, 2009). Other research identifies a lack of either academic or vocational options for young people who are low achievers academically but who are not ready for Level 2 programmes (Haywood et al., 2008).

The influence of negative school experiences such as being bullied, low achievement, truanting and exclusions are common to some groups of young people, such as teenage mothers (Howsie, 2002; Dawson et al., 2005; Evans and Slowley, 2010). While teenage mothers have opportunities to continue their education, either in school or in specialist units, they face a number of barriers which result in erratic participation (Dench et al., 2007). These include former negative experiences of school and practical barriers such as childcare (Evans and Slowley, 2010).

Other research similarly observes that the school curriculum does not adequately reflect the diversity of learner needs, referring specifically to GRT young people and to LGBT young people (Haywood et al., 2009). Issues relating to the achievement of LGBT young people are very poorly covered by current research and literature. Homophobia is likely to lead to underachievement, particularly where young people experience homophobic bullying (Warwick et al., 2004; O'Loan et al., 2006). A literature review and stakeholder interviews on barriers to engagement and learning suggests that some LGBT young people may underachieve because they choose to leave education to broaden opportunities for social networking, also that concerns about sexual identity and parental acceptance may adversely affect educational performance. At the same time, it is suggested that LGBT young people may feel more motivated to gaining the grades needed for university where they can develop their identities away from home (Haywood et al., 2009).

There has been a policy move to encourage improved participation and attainment by raising aspirations of all young people. For example, some research on teenage mothers has found this group to have low aspirations, reflected in low engagement in education (Howsie, 2002; Dawson et al., 2005; Evans and Slowley, 2010). However, other research on teenage mothers from ethnic minority groups has found many to have clear career or educational goals (Higginbottom et al., 2005). Young people not in education, employment or training (NEET) are also reported to have low aspirations (Jackson and Hudson, 2009). Similarly, research with disabled young people has found that, while their aspirations were higher than among disabled young people in the past, their aspirations are not translated into educational or occupational attainment comparable with non-disabled young people. By the age of 26, disabled young people are less confident of the strengths they bring to the labour market and their ability to make changes to their lives than their non-disabled peers (Burchardt, 2005). Other research, with young people aged 14-18, reports that disabled young people are less likely than others to feel able to achieve their potential, to have considered dropping out of learning and to worry that they will fail (Jackson and Hudson, 2009).

Many young people have high aspirations, for their learning achievements and future employment. However, research findings suggest that these are sometimes dampened by concerns about discrimination and disadvantage. A survey of more than 1,000 young people found that many girls and boys from minority ethnic backgrounds think there are jobs they cannot apply for because of their background or their religious faith. Girls from ethnic minority groups were also found more likely to say that it is harder for women to get to the top compared to male counterparts and to White boys and girls (Bhavnani, 2006).

While education is widely recognised by young people as the key to future success, research also identifies a problem of low career aspirations among some groups of young people, particularly among girls and young women. Some studies have found that White girls have lower ambitions than White boys (Botcherby, 2006) and other research has found girls from ethnic minority backgrounds have higher career aims than White girls (Bhavnani, 2006).

Participation in education, training and employment is the result of interplay of a complicated set of factors for individual young people, which includes their intrinsic strengths and capabilities, interests, social expectations, social experiences, school achievements and economic background. These factors combine and result in young people with particular characteristics being more likely to achieve better qualifications at Level 2 and Level 3 and to have higher aspirations and career ambitions than others.

2.9   Summary

Data availability by equality strand that describes young people's attainment, progression, and economic activity between the ages of 14 and 19 is good. Data is available by gender, age and ethnic group. Data describing disability is available but definitions used are different for school-based and other information sources. Data on socio-economic status is sometimes available either using free school meals or deprivation indices as measures. Only the survey data provided through YCS and LSYPE provides information on parental occupational background. Data on LGBT status, faith, and a young person's first language are rarely recorded. Wider availability of more detailed data could focus research and policy on the broader range of issues across equality strands.

Levels of attainment vary by equality strand at Level 2 and Level 3. Data on young people's attainments and choices show marked differences by gender, ethnic group, disability and socio-economic status. Girls, young people from higher socio-economic groups, those from Indian and other Asian ethnic groups and young people without disabilities are more likely to achieve higher level qualifications. These are the same groups who are more likely to want to stay in full-time education and feel it likely that they will go on to higher education and do a degree.

Young people's GCSEs and A-level subject choices reflect gendered stereotypes. While a substantial number of subjects are studied by similar proportions of boys and girls, students studying business, computing and ICT, and PE are more likely to be male while social studies and art and design are more likely to be female. Of particular note is the gradual drop in female participation in STEM subjects from GCSE through to A-level and into HE, which excludes women from entry to many

high skilled and well-paid jobs. Numerous projects and initiatives have been developed to address this issue in order to prevent wastage of talent and address gender inequality.

After leaving school most young people (90 per cent of 657,400 young people aged 16 in 2008 in England) are engaged in education or training, including 32 per cent in full-time education in schools, 11 per cent at sixth form college, and 31 per cent in further education. Eleven per cent are in work-based learning, employer-funded training or other education or training. Again, participation is unequal between the equality strands. Young people from some equality strands are more likely to remain in full-time education than others. A higher proportion of girls than boys and young people from Other Asian groups stay in full-time education which reflects their higher attainment levels. However, some groups associated with lower educational attainment at Level 2 nevertheless stay on to Level 3, for example young people from some black Caribbean and other ethnic groups.

Young people who are neither in full-time education nor unemployed are in employment and/or training. This is a more popular option for boys (32 per cent of 17 year olds compared with 25 per cent of girls) and (according to the YCS/LSYPE) for White young people than other groups (31 per cent of white young people, compared with 24 per cent of the mixed ethnic group and 6 per cent of Indian or Black African young people). Young people taking vocational learning routes, including apprenticeships, are also making stereotypical choices. Young people with learning difficulties or disabilities are highly represented in a limited range of vocational learning options such as horticulture, agriculture and animal care, and childcare and development. Vocational subject choices also reflect differences between ethnic groups. Construction courses are dominated by White males for example, while both apprenticeships and other vocational courses in business administration have the highest proportion of non-White young people of all the vocational options.

Research with young people suggests that they have high aspirations, which begin to be formed at an early age, but that these vary by characteristics including gender, ethnic group and social class. Research findings suggest that there is limited career related learning in the early years of secondary schools that affects vocational aspirations or challenges stereotypical thinking.

Research findings also suggest that young people's aspirations are sometimes dampened by concerns about the discrimination and disadvantage they may face. Some young people, including those with disabilities, NEET, those from GRT communities, LGBT young people and teenage mothers, have been found to have

very low aspirations. Lack of suitable opportunities, with opportunities for progression, may contribute to low aspirations for some young people.

3 The role and influence of CEIAG

3.1 Introduction

In this chapter we look at the role of careers education, information, advice and guidance (CEIAG) in opening up opportunities for young people, including through challenging stereotyping. We look first at research evidence on the impact of CEIAG on young people's decision-making, then at sources of advice, the perceived quality of that advice and the key issue of impartiality. We also look at informal influences on young people and how it can lead to traditional choices. The chapter also identifies gaps in formal provision, particularly for some groups of young people. We conclude the chapter by summarising evidence relating to the CEIAG needs of young people by equality strand, covering gender, ethnicity, religion or belief, asylum seekers and refugees, GRT, disabled young people, those NEET and teenage mothers.

3.2 The impact of CEIAG on young people's decision-making

There is some evidence relating to the impact of formal CEIAG delivered from providers (including school and careers services) on the ability and practice of young people to make well-informed, considered and conscious career decisions. The evidence is not definitive and this is because it is difficult to separate out and assess the impact of formal CEIAG, particularly given that the effect can be latent and delayed (Barnes, 2008).

On the basis of a systematic review of research into the impact of Careers Education and Guidance (CEG) during Key Stage 3 and Key Stage 4 (Bowes et al., 2005) concluded that good-quality career interventions can have an impact on the success of young people's subsequent transitions. The nature and type of CEG intervention, the timing of interventions, and the extent to which interventions are tailored to meet the needs of the individual mediate the strength of impact.

A substantial piece of research, commissioned by the then Department of Education and Skills (DfES), explored how young people make educational choices (Blenkinsop et al., 2006). This research concluded that schools can make a difference to how young people make decisions. Effective schools – in relation to curriculum management, student support, staff expectations and school leadership – were more likely to contain young people who were making the most rational decisions, and who remained happy with their choices six months later. Very few young people, particularly at the age of 14, made the link between careers education and guidance activities and the actual personal decisions they were making – in other words young people will not necessarily recognise that their enhanced self-knowledge including that developed through personal, social, health and economic education (PSHE) is

related to careers education, but nevertheless it provides an essential foundation for their career decision-making skills.

A less positive picture is generated by other studies. Young people talked of careers advice in school as having had little significant impact on their choice of career (Cassidy et al., 2006). Other research found that pupils identified a mixed Information and Guidance experience, which was influenced by their school, the area they lived in, and the characteristics of those staff with responsibility for careers advice and their post-GCSE decisions (Sherbert Research, 2009).

3.3   Sources of advice

Most young people receive advice from parents (see Table 3.1) and they are a key influence in their decision-making about futures (also see Section 3.7). Eighty-seven per cent of young people aged 15-16 in England had talked with a parent about whether they should stay on in full-time education, compared to 58 per cent with friends, 41 per cent with a Connexions Personal Adviser (PA,) 47 per cent with a careers adviser in school and 20 per cent with other family members. Consequently, most young people's career advice takes place more informally at home with some accessing further advice through their engagement with CEIAG services.

Table 3.1   Sources of advice about staying in full-time education (England, 2006, ages 15-16)

Year 11	Source of advice	Talked about staying in FTE (%)	If talk, advised to stay on (%)
Talked about whether or not to stay in full-time education after Year 11	**Family and Friends**	Sample =12,259	
	Parent	87	81
	Older brother or sister	21	76
	Other family members	20	70
	Friends	58	69
	None of these	7	n/a
	Teacher and Connexions	Sample =12,259	
	A Connexions Personal Adviser	41	66
	Someone else at Connexions	4	58
	A careers advisor/teacher at school	37	68
	Other teachers at school	45	80
	Someone else	2	66
	None of these	0	n/a

Source: DCSF SFR: Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008. (Table 5.5.5) LSYPE Wave 3 http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/Bull01_2009tablesvfinal.xls

The data also shows that Connexions services and careers teachers in school are reported to be those least likely to suggest that young people stay on in full-time education. This may be because they are more aware of the range of work-based learning provision and advising young people accordingly, but further evidence to explore this issue would be valuable.

Young people should receive career-related education from Year 7 onwards, in addition to specific advice and guidance sessions generally offered through Connexions services. Data from the youth cohort study (YCS) shows that only two-thirds of young people reported having had classes or tutorial groups in Year 11 that covered careers topics. This does not vary significantly by gender, but young people from Asian backgrounds (Table 3.2) and with professional parents (Table 3.3) were most likely to say that they had done some career topics in their classes. This may reflect a differentiated approach within schools to cover career learning in classes for those young people who do not access Connexions services, or it could be that motivated young people are more likely to recall these lessons and make the link with careers. A similar finding was reported in a one-off survey of young people in which 58 per cent said they received formal careers advice from their school or careers advice service (NCB, 2009).

Table 3.2   **Whether students had classes or tutorial groups in Year 11 that covered careers topics by ethnicity (England, 2007, ages 16-18)**

| | | n.b. reduced ethnicity variable only available from YCS sections | | | | | |
		White	Black	Asian	Other Ethnic Group	Unknown/ Not Stated	Total
Whether had classes or tutorial groups in Year 11 that covered careers topics	Don't Know	197	7	14	6		224
		3.0%	3.0%	2.6%	2.2%	.0%	3.0%
	Yes	4176	154	385	175	1	4891
		64.4%	65.0%	72.5%	65.1%	25.0%	65.0%
	No	2109	76	132	88	3	2408
		32.5%	32.1%	24.9%	32.7%	75.0%	32.0%
	Total	6482	237	531	269	4	7523
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: data supplied by DCSF to iCeGS from Youth Cohort Study cohort 13

Table 3.3   Whether students had classes or tutorial groups in Year 11 that covered topics by NS-SEC class (England, 2007, ages 16-18)

		Family class: National Statistics Socio-Economic Classification						
		Higher professional	Lower professional	Intermediate	Lower supervisory	Routine	Other/not classified	Total
Whether had classes or tutorial groups in Year 11 that covered careers topics	Don't Know	9	68	44	18	62	24	225
		1.8%	2.4%	2.7%	2.8%	4.7%	4.2%	3.0%
	Yes	362	1,924	1,100	392	777	337	4,892
		70.7%	68.4%	66.7%	60.4%	58.3%	59.0%	65.0 %
	No	141	821	505	239	493	210	2,409
		27.5%	29.2%	30.6%	36.8%	37.0%	36.8%	32.0 %
	Total	512	2,813	1,649	649	1,332	571	7,526
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0 %

Source: data supplied by DCSF to iCeGS from Youth Cohort Study cohort 13

3.4   Usefulness of advice

National survey data from England shows that young people said that advice from members of the family was more useful to them than that given by teachers as part of a lesson, or by teachers outside of the classroom (Figure 3.1). Nevertheless, of those young people (aged 13-14) who had talked to Connexions, two-thirds said it was at least quite useful (Table 3.4). There was some significant difference of opinion about its usefulness from young people with special educational needs (who generally found it to be very useful). There are some differences from young people from different socio-economic classes and by ethnicity although these are not statistically robust.

Figure 3.1   Usefulness of talking to teachers and family about plans for future study (England, 2004, ages 13-14)
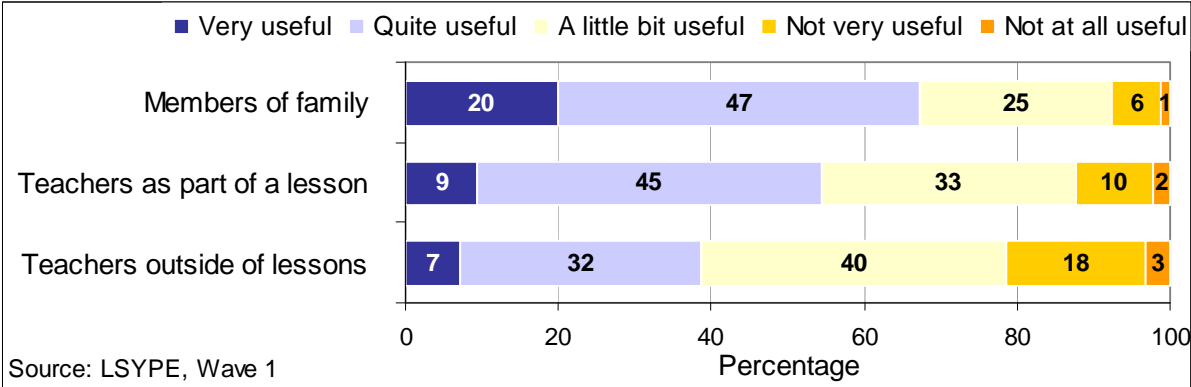
Source: LSYPE, Wave 1

Source: DCSF SFR: Youth Cohort Study & Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008 (Chart 5.5.2, Page 40) http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/Bull01_2009textvfinal.pdf

Table 3.4   Awareness, contact and usefulness of Connexions (England, 2003-2006, ages 13-16)

	Heard of Connexions (% all in year)	Talked to Connexions in last year (% all in year)	How often talk to Connexions about future study (% all in year)			If talk to Connexions, find service at least quite useful (%)
Year 9	84	33	2	8	90	62
Year 10	n/a	42	4	10	86	n/a
Year 11	n/a	68	n/a	n/a	n/a	n/a

Source: DCSF SFR 2009: Youth Cohort Study & Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008. (Chart 5.5.4, Page 40) http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000850/Bull01_2009tablesvfinal.xls

Table 3.5   Usefulness of information received from Connexions Personal Adviser by SEN and gender (England, 2004, ages 13-14)

	Whether YP currently thought to have special educational needs			Gender		
	Yes	No	Total	Male	Female	Total
Not at all useful	25	5	30	54	45	99
	4.5%	1.8%	3.6%	3.1%	2.5%	2.8%
Not very useful	56	18	74	156	156	312
	10.0%	6.6%	8.9%	8.9%	8.6%	8.8%
A little bit useful	144	96	240	461	468	929
	25.8%	35.3%	28.9%	26.4%	25.8%	26.1%
Quite useful	221	117	338	780	834	1614
	39.5%	43.0%	40.7%	44.6%	45.9%	45.3%
Very useful	113	36	149	297	313	610
	20.2%	13.2%	17.9%	17.0%	17.2%	17.1%
Total	559	272	831	1748	1816	3564
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Data supplied by DCSF to iCeGS from LSYPE wave 1 SEN p= <0.01 Gender p= >0.05

3.5   Challenging stereotypes through CEIAG

A number of studies comment on the limited input of Connexions and careers education in challenging stereotypes. Research which included a survey of more than 2,000 young people and focus groups with young people and other stakeholders found no evidence that schools or Connexions were purposefully engaged in work with young people to challenge occupational and gender stereotyping. This included preparation for work experience which was found to neither address gender issues

or to encourage non-traditional options (Fuller et al., 2005). Research for the former Equal Opportunities Commission (EOC) found that few Connexions partnerships were carrying out targeted work on challenging stereotypes and promoting non-traditional choices (Rolfe and Nadeem, 2006). The same research found little evidence of partnership working between stakeholders to widen young people's horizons. Research on gender segregation in apprenticeships reports that, within Connexions:

> 'Stereotyping and segregation were viewed as an issue only where they constituted a barrier to a young person's career intentions and it was not thought appropriate actively to encourage young people to consider employment in atypical areas.' (Miller et al., 2005:37)

It has been argued that encouraging women to work in non-traditional areas goes against the 'no harm' principle of good guidance practice, since women may encounter sexual harassment in such settings (Bimrose, 2004). As we describe later, there are indications from our research with stakeholders that this view is no longer prevalent and that practitioners recognise the place of challenging stereotypes and opening up non-traditional opportunities for young people.

One of the key principles of IAG is that it should be impartial, and this is described as a defining feature of good CEIAG in the previous government's IAG strategy document (DCSF, 2009) with support tools for schools having been developed; Ways and Choices resource pack available through the Cegnet website www.cegnet.co.uk. However, widespread understanding of the link between impartiality and equality within IAG is still being developed and there is little research evidence on impartiality and CEIAG practice. The National College for Leadership of Schools and Children's Services addresses some of the issues around equality and guidance, emphasising the need for IAG to meet young people's fundamental needs, and, additionally, specific needs arising from characteristics such as gender, race and socio-economic background, and abilities and disabilities. The National College hypothesises that the best IAG is delivered where both core and specific needs are met (NCSL, 2009).

Research on 14-19 Partnerships has found limited efforts to help young people to challenge gender stereotyping in choice of Modern Apprenticeships or for promoting equal access to jobs (Fuller et al, 2005). Other research on 14-19 Pathfinders has found examples of interventions around gender, including tasters of non-traditional courses and opportunities to meet positive role models and consider non-traditional options. However, the limited personal aspirations of students and lack of advice and guidance available were seen as key areas to address in challenging stereotypical pathways taken by young people (Haynes et al., 2005). It has been suggested that

young people's gendered view of the labour market is based on lack of recognition of changes in the labour market (Francis, 2002).

Despite limited CEIAG aimed at challenging stereotypes, there seems to be some interest among young people in considering non-traditional options, with girls more open to consideration of such possibilities, as reported earlier (McQuaid et al., 2004; Fuller et al., 2005). However, the lack of good-quality, targeted CEIAG may leave young people unable to build on these aspirations. Therefore the authors of a paper on the impact of gender and race on young peoples' perceived options remark that, 'whilst girls' occupational choices have become more ambitious, both girls and boys are starved of the precise information they need to place their choices in the context of the realities of the labour market'. The authors observe that following an educational route is a useful way to postpone active career decision-making (Beck et al., 2006). The same research found a range of concerns among young people about choosing non-traditional options, with boys worried about being teased, especially about their sexual orientation, if they trained for a traditionally female occupation, and girls concerned about how they would be treated in the workplace if they were to choose a traditionally male career. Therefore, the research found that young people suffer from a lack of information both about the labour market and about specific occupations. As a consequence, they tend to view their futures in traditional ways.

Existing research therefore suggests that CEIAG needs to be improved in a number of ways if young people are to be equipped to make choices free of stereotyping. Improved CEIAG might also address young people's apparent lack of knowledge about factors such as pay, opportunities for flexible working and other key features of jobs they have in mind as future career choices (Bhavnani, 2006). Research also finds that young people lack knowledge about local opportunities, which can mean that young people in areas such as rural locations believe they have to 'get out to get on' (ECOTEC, 2006; Rolfe, 2009).

Research has found no difference between white young people and those from ethnic minorities in their use of careers services, although the influences of family appear to be stronger for those from ethnic minorities (Cassidy et al., 2006).

There has been little investigation of the influence that work experience has on young people's career interests and routes, although research commissioned by the EOC found that young people had been influenced in their career choices by their work placement (Francis et al., 2005).

However, a number of studies have found that family plays a very important role in arranging work experience placements. As Cassidy and colleagues state, this

highlights the central role of the family in career matters (Cassidy et al., 2006). A number of studies comment on the extent of gender segregation found in work experience placements and how this results from the practice of allowing young people to choose their own placement, and also the role of family. Research on work experience for the EOC found that Education Business Partnership managers organising work experience saw the priority as freedom of choice for pupils rather than widening opportunities or linking to other agendas such as skills shortages. This research found that few work experience coordinators had received any training on equality and diversity (Francis et al., 2005). While much of the literature suggests that work experience represents a missed opportunity to challenge stereotypes, some research shows the potential positive role of work experience: qualitative research with young people and stakeholders in Tower Hamlets found that work experience was a positive factor in shaping aspirations for Bangladeshi girls to choose STEM subjects (Smart and Rahman, 2009).

3.6   Gaps in formal provision of CEIAG

There is evidence that some young people are not well provided for in terms of CEIAG and these include those in particular need of assistance. Some young people may have little contact with Connexions because of disengagement from education or, in the case of asylum seekers and refugees, late arrival in the UK and unfamiliarity with services (Hawthorn and McGowan, 2009). Language difficulties may be an additional factor discouraging use of Connexions by this group.

Research with disabled people and young people with special educational needs (SEN) suggests that they are not receiving the IAG they feel they need in order to pursue career options, and more generally to help with transitions from education to employment and adult life (Burchardt, 2005; Haywood et al., 2009). Discouragement and disappointment is reported as high among disabled young people. Some research suggests that advice and guidance is insufficiently targeted at the particular needs of disabled young people, including any additional support needs (RNIB Scotland, 2009). Some young people with SEN are not offered continual long-term support, rather they have 'booster' support when requested or when obvious difficulties arise. This is seen to put young people in danger of 'falling down cracks between services' and ending up without the support and guidance they need (Aston et al., 2005).

Young people who are not engaged in employment, education and training clearly may have particular needs for IAG to re-engage them in education or other activity. Research on NEET young people concludes that targeted advice and support is essential and should include follow-up support rather than one-off interventions (Tunnard et al., 2008; McLarty and Moran, 2009). Research on disengagement also

remarks on diversity within the NEET group, including between short-term NEETs and others with long-term disengagement. An evidence review on young people who are NEET identifies young people within this group with most support needs as including young people leaving care, teen parents, those from ethnic minorities, disabled young people and those supervised by the youth offending service (Tunnard et al., 2008). The Engaging Youth enquiry for Rathbone and Nuffield suggests that young people who have 'temporarily lost their way' may need a relatively small amount of guidance to help them back on course (Haywood et al., 2008).

3.7   Informal influences: parents, family and the media

A number of research studies have found that parents have a considerable influence on young people's career choices and plans (also see Section 3.3). Survey and qualitative research with more than 2,000 13-15 year olds for Careers Scotland found that parents, especially mothers, are an important choice for advice about future jobs and careers (McQuaid et al., 2004). Another study, combining survey method and classroom exercises for the Department of Trade and Industry found that parental advice is most frequently sought, while formal advice from careers talks and suchlike is least sought after (Millward et al., 2006). The research also found girls more open to use and be influenced by sources other than parents, including teachers, friends and formal careers services. This may be a factor in the higher propensity found among girls to consider non-traditional options (Fuller et al., 2005). While it is perhaps inevitable that parents will be an influence on young people's choices, concern has been expressed at the accuracy and extent of knowledge that parents hold about careers options, and that parents may hold stereotyped views about 'suitable' careers. Therefore a number of studies have concluded that parents need better information and support in order to act as informal advisers to young people (Millward et al., 2006).

Some research has found that parents have more of an influence among ethnic minority young people than on others. Research in Glasgow aimed at exploring the experiences of young people from ethnic minorities during transition from school found that young people from Indian or Pakistani families were more likely to refer to relatives who were practising a profession or were studying to gain a qualification. Moreover, questions about the decision-making processes leading to the selection of a particular career path showed that family and community expectations played a stronger role for young people from ethnic minorities than for others (Cassidy et al., 2006). The influence of the family on young people from Asian and other ethnic minority families is also reported in other research where young people report their parents' preferences for them to pursue a 'traditional' career, for example medicine or law (Bhavnani, 2006). Around half of young people from Asian families and Black Caribbean boys said their parents had such aspirations for them, compared to just

10 per cent of white girls, 16 per cent of white boys and 20 per cent of Black Caribbean girls. Confirming this preference for professional options, research for the DSCF on young apprenticeships reports 14-19 Partnerships as finding progress with parents was slow and that parental influence in opposition to vocational routes was a particular concern for partnerships seeking to increase the numbers of pupils from ethnic minorities (Newton et al., 2007).

While most research reports high expectations from family, or preferences for particular career routes, some research looks also at the role of low expectations, particularly on young women. A survey of 1,191 16 year olds found that 10 per cent of girls said their parents did not support them in taking paid work: 12 per cent of Pakistani, 10 per cent of Bangladeshi, 5 per cent of Black Caribbean and 3 per cent of White girls said their parents expected them to get married and have children rather than to follow a career (Bhavnani, 2006). Research with Muslim girls highlights the importance of engaging them, their families, schools and members of their community in the career decision-making process so that their aspirations in relation to balancing career and faith can be met (Parker-Jenkins et al., 1999).

Research on the educational attainment of young people in the Gypsy, Roma and Traveller (GRT) communities shows the influence of families on choices made by young people to be very strong, particularly around decisions on early leaving and participation in family business activities (Connexions Cornwall and Devon, 2005; Wilkin et al., 2009). Research with these communities has found the limited or negative experiences of parents in education to be an important factor in their children's underachievement (DfES, 2003).

While family can have a direct influence on the choices of young people, research also points to wider cultural influences. Research in North East England on how young people form their views on learning and careers found that traditional ideas of gender roles which characterise, for example, manual roles as male and care and clerical work as female appeared to be strong and possibly perpetuated by social networks and peer influences (Hutchinson and Parker, 2009).

A number of studies refer to media and role models as influencing young people's thinking in relation to careers. One area where this influence is strong, and unhelpful, is in conveying stereotyped images of careers, for example science as a male occupation (Blenkinsop et al., 2006). The view that the media exerts a strong influence is based partly on research with teachers and other stakeholders, but research with young people themselves confirms their perspective: a survey of more than 4,000 young people in Years 7 and 9 found the media to have a pervasive influence on the take-up of STEM subjects; and small-scale research with young

people in Years 9 and 12 found the media to be a strong influence on their thinking (Sherbert Research, 2009).

3.8 CEIAG and young people by equality strand, those NEET and others facing disadvantage

This section of the review looks at evidence in relation to particular groups of young people, at the issues which CEIAG providers need to be aware of and to address through their interventions with young people and stakeholders. Many of the challenges in relation to particular equality groups have already been described by the review. Therefore, to save repetition, they are presented as bullet points here.

Gender

The main issues and challenges in relation to gender equality include:

- High aspirations and achievement of girls in relation to education and careers (Bhavnani, 2006). Underachievement of boys in education (Francis, 2002; Skelton et al., 2007) but a gradual reversal of outcome in the labour market.
- Strong influence of family and friends on young people's career choices, based on traditional ideas of the labour market and gender roles (McQuaid et al., 2004; Fuller et al., 2005). More widely, cultural influences based on traditional roles and opportunities in the local area (Hutchinson and Parker, 2009).
- More willingness among girls to influence from sources other than parents, including teachers, friends and formal guidance services (Millward et al., 2006).
- A tendency among children and young people to view certain occupations as male or female, along with stereotyped images of some occupations, including STEM careers (EOC, 2001; Blenkinsop et al., 2006). Boys more likely than girls to apply gender stereotypes to jobs (McQuaid et al., 2004).
- Influence of the media on young people's thinking about career options and perpetuation of gender stereotypes by the media in relation to some occupations (Hutchinson and Parker, 2009).
- Gendered preferences for future career choices, with strong antipathy among boys and young men for jobs in such areas as childcare, hairdressing and nursing (Jackson and Hudson, 2009).
- Lower participation by females in STEM study, and consequently STEM occupations, with the exception of medicine (DfES, 2007; Hutchinson et al., 2009; Bates et al., 2009).
- Gender segregation among young people following vocational routes, with young women under-represented in the more highly paid sectors.
- Little activity aimed at promoting non-traditional choices (Fuller et al., 2005).

- Limited interventions by schools, Connexions and other providers in gender stereotyping in subject choice, career choices and in selection of work experience (Francis et al., 2005).
- A perspective on guidance among providers, including Connexions, that it is not their role to encourage a young person to choose a non-traditional option (Miller et al., 2005).

Disability

The main issues and challenges in relation to disabled young people include:

- Research with young people aged 14-18 reports that disabled young people are less likely than others to feel able to achieve their potential, and more likely to have considered dropping out of learning and to worry that they will fail (Jackson and Hudson, 2009).
- While aspirations of young disabled people are higher than previous cohorts, they experience disappointment and frustration in adult life (Burchardt, 2005).
- Disabled people and young people with SEN may not be receiving the IAG they feel they need in order to pursue career options, and to help with transitions from education to employment and adult life (Burchardt, 2005; Haywood et al., 2009).
- Some research suggests that advice and guidance is insufficiently targeted at the particular needs of disabled young people, including any additional support needs (RNIB Scotland, 2009).
- Young people with SEN may not be offered the continual long-term support they need but are given 'booster' support when requested or when obvious difficulties arise. This can also lead to young people being lost in the system and without support (Aston et al., 2005).

Ethnicity

The main issues and challenges in relation to race equality include:

- High aspirations among young people from ethnic minorities in relation to education and careers, particularly among girls from Asian families (Bhavnani, 2006).
- A fear of failure among some young people, with girls and young people from ethnic minorities fearing this more than White middle-class boys (Jackson and Hudson, 2009).
- Low expectations for some girls from ethnic minority backgrounds, particularly from Pakistani and Bangladeshi families (Bhavnani, 2006). Underachievement of White working-class girls (DfES, 2007).

- The need to engage Muslim girls and their families, schools and community in CEIAG to understand their aspirations and concerns about the career/faith interface (Parker-Jenkins et al., 1999).
- Some variation in aspirations by gender and ethnicity. A belief among some girls from ethnic minority backgrounds that they cannot apply for certain jobs because of their ethnicity, faith or gender (Bhavnani, 2006).
- Ethnic minority young people are more influenced by family and community expectations than other young people towards academic, professional learning and careers and away from vocational courses (Cassidy et al., 2006).
- Interest in self-employment and business ownership among ethnic minority young people, particularly boys (Aymer and Okitikpi, 2001; Beck et al., 2006).
- Interest among ethnic minority young people in careers in the health professions and medical sciences (Cassidy et al., 2006).

Asylum seekers and refugees
The main issues and challenges in relation to asylum seekers and refugees include:

- Late arrival in the UK and unfamiliarity with services (Hawthorn and McGowan, 2009).
- Language difficulties discouraging use of Connexions by this group and requiring interpretation services (Hawthorn and McGowan, 2009).
- The effects of disrupted or limited education, distress, social exclusion, having parents who are not permitted to work and frequent moves within the UK (Hawthorn and McGowan, 2009).
- The need for career plans to take account of the possibility of asylum being refused (Hawthorn and McGowan, 2009).
- The need for good ongoing advice and support, mentoring and inter-agency working (Hawthorn and McGowan, 2009).
- Improved outreach by Connexions services and for the development of expertise in the needs of asylum seekers and refugees by an appointed Personal Adviser (PA) (Hawthorn and McGowan, 2009).

Gypsy, Roma and Travellers
The main issues and challenges in relation to Gypsy, Roma and Traveller (GRT) young people include:

- Young people from GRT communities have been found to have low aspirations for education (DfES, 2003; Ofsted, 2003). For some children and young people, Travelling makes it difficult to sustain progress and to gain qualifications.
- Research also shows high rates of exclusion from school and low attendance (Ofsted, 2003; Derrington and Kendall, 2004). By the age of 11 some Traveller

children have permanently dropped out of school (Connexions Cornwall and Devon, 2005).

- Limited or negative experiences of GRT parents in education have been found to be an important factor in their children's underachievement (DfES, 2003). GRT pupils and families place more value on vocational skills than academic achievement (Wilkin et al., 2009).

- One consequence of low and discontinuous attendance is that GRT children can be regarded as slow learners rather than children with disrupted education (O'Hanlon and Holmes, 2004).

- GRT families have a strong influence on GRT young people's choices. This includes encouragement to participate in family business activities (Connexions Cornwall and Devon, 2005; Wilkin et al., 2009).

- Some of the problems of engagement may result from lack of recognition of GRT culture in schools, with Ofsted finding that attempts to celebrate diversity rarely include Traveller communities, and are usually unconnected with schools' programmes on race equality (Ofsted, 2003). GRT children and young people experience high levels of racism in schools and this is not addressed effectively (Bhopal, 2009).

NEET

The main issues and challenges in relation to NEET young people include:

- NEET young people have low aspirations and expectations (Jackson and Hudson, 2009).

- Research on NEET young people suggests that targeted advice and support is essential and should include follow-up support rather than one-off interventions (Tunnard et al., 2008; McLarty and Moran, 2009).

- NEETs do not form a homogenous group, and there are big differences between short-term NEETs and others with long-term disengagement (Haywood et al., 2008).

- Young people who have 'temporarily lost their way' and have been disengaged for a short time may need a relatively small amount of guidance to help them back on course (Haywood et al., 2008).

- NEET young people with the most support needs include young people leaving care, teen parents, Black and ethnic minority young people, disabled young people and those supervised by the youth offending service (Tunnard et al., 2008).

Teenage mothers

The main issues and challenges in relation to teenage mothers include:

- Some teenage mothers have low aspirations, reflected in low engagement in education before pregnancy (Howsie, 2002; Dawson et al., 2005; Evans and Slowley, 2010).
- Other research on teenage mothers from ethnic minority groups has found many to have clear career or educational goals (Higginbottom et al., 2005).
- The school lives of teenage mothers have often been disrupted by truanting and poor attendance, school exclusion, being bullied and poor attainment (Evans and Slowley, 2010).
- While teenage mothers may continue their education, either at school or in specialist units, they face barriers which result in erratic participation (Dench et al., 2007). These include former negative experiences of school and practical problems such as childcare (Evans and Slowley, 2010).

Other disadvantaged groups and gaps in evidence

Research on CEIAG has focused most strongly on disadvantage and difference by gender and ethnicity. The needs, and sometimes experiences, of disadvantaged groups, such as NEETs, have been investigated to some extent. Research on achievement in education is a useful source of indirect information on the CEIAG needs of young people, and there is a reasonable body of research on some disadvantaged groups, for example disabled young people children and young people from GRT communities. However, this does not explore career aspirations in any depth. One group which has attracted very little research attention is LGBT young people, where evidence is both sparse and contradictory. However, some research suggests that boys are concerned about being teased about their sexual orientation if they were to follow a traditionally female occupation (Beck et al., 2006). Of relevance may be a large online survey of 5,190 people aged over 18 conducted for the Commission. One in five of the LGBT 18- to 24–year-old respondents said that there were some jobs that they either would not or had not considered because of their sexual orientation. The police service, armed forces, teaching and manual trades were negatively associated with homophobia and avoided (Ellison and Gunstone, 2009). Other than this, we have found no research on whether LGBT young people's choices are affected by anticipated homophobia or transphobia.

3.9 Summary

Research based on young people's reports of their experiences and views of CEIAG suggests that its impact is not strong and varies between schools and localities. However, the influence of CEIAG is inherently difficult to measure and to separate out from other influences. Moreover its effect can be latent and delayed. Measures

of satisfaction show that most young people report that the support they receive from Connexions is at least quite useful, and it is unlikely that careers education does not have an influence on perspectives and decision-making. There is evidence that some young people, for example asylum seekers and refugees and young people with disabilities, are not receiving the CEIAG they need. Research has found limited involvement of Connexions and providers in activities involving challenging of stereotypes, although there are signs that this is changing. Where this work is being done, there is some evidence of impact on aspirations.

At the same time, the influence of parents and peers on young people's decisions appears to be strong: parents often have a major involvement in arranging work experience, a key feature of careers education. This varies between young people, with parental influence stronger among ethnic minority young people than others. Although many parents have high aspirations for their children, some can discourage achievement through expectations of early marriage and parenthood for girls, or through their own anti-academic perspectives. A more widespread problem is lack of information and understanding of career routes and qualifications, which could be addressed through greater involvement of parents in CEIAG as well as improved CEIAG for young people

The chapter summarises research findings relating to CEIAG across a number of equality strands: gender, ethnicity, asylum seekers and refugees, GRT, disabled young people, the NEET group and teenage mothers. There is little evidence relating to the provision of CEIAG to many of these groups of young people and their needs can only be inferred through research findings on educational achievement. Research findings suggest the need for CEIAG to address the particular needs and background of young people, while promoting the widest range of opportunities supported by examples and role models. Young people facing particular disadvantages and barriers are also in need of ongoing support to ensure their continuing engagement and progression.

4 Policy on CEIAG and equality

4.1 Introduction

In this chapter we look at the requirements on providers in relation to equality within CEIAG, both statutory and non-statutory in the form of guidance. We also look at the key messages of policy documents produced by government departments, enquiries and by government agencies on CEIAG and equality.

Learning organisations and those who work within them are engaged in a range of processes and activities which support young people to reach their full potential in learning and progress into sustainable positive outcomes as workers and citizens. Some processes, practices and activities are statutory and some have been initiated through non-statutory guidance and shared good practice. The publication of the national IAG strategy for England (DCSF, 2009) has been helpful in bringing a degree of coherence to some of the statutory duties and non-statutory guidance, although this is a complex issue. In trying to describe statutory and non-statutory requirements we have noted that currently there are legislative requirements relating to the mandatory provision of curriculum areas, both statutory and non-statutory guidance on the content of provision, statutory principles and guidance non-statutory quality standards and non-statutory guidance which describes 'a minimum curriculum entitlement'. Our attempts at unravelling this complicated scenario have resulted in descriptions of both statutory and non-statutory requirements within two sections of this chapter. However there are times when the boundaries are blurred.

Schools manage their own provision of careers education, information, advice and guidance and consequently there are many different models in operation. They can blend CEIAG in their PSHE lessons, alongside work-related learning. In addition, they can bring in specialist Connexions Personal Adviser (PA) support to provide classroom-based sessions and one-to-one interviews and facilitate access to a wider network of support. Connexions services operate across England with both Careers Wales and Careers Scotland offering careers advisor support in schools. Connexions and careers companies have been tasked with the dual role of providing universal access to careers advice, particularly focusing on Year 11, alongside intervention strategies to prevent and re-engage young people in danger of becoming NEET. There are a number of delivery models for Connexions services, some are private companies under commission from local authorities, some are provided by the local authority and some are owned by the local authority (Watts et al., 2009).

Changes to the prevailing arrangement, requirements and the infrastructure affecting the delivery of careers education, information and advice and guidance are likely following the Education Bill (introduced to parliament in January 2011), the National

Curriculum Review, and the introduction of a new all-age careers service in England. This report is current to the end of 2010.

4.2 The statutory requirements

Introduction to the statutory requirements

This section describes the statutory duties relating to CEIAG which are placed on schools and local authorities which contribute to and support young people's career decision-making. It describes the requirements which should be in place to ensure that issues of equality of opportunity, diversity and stereotypical decision-making are challenged and where the opportunities which allow these messages to be communicated to young learners are delivered.

The statutory obligations are described below and have been incorporated into tables for ease of access in Appendix 3.

The application of statutory requirements relating to equality and diversity in schools can be considered under two categories:

- Legislative requirements which are placed on all maintained schools to provide policies and processes governing broad equality and diversity issues.
- Legislative requirements regarding the principles of equality and diversity as they relate to the delivery of CEIAG.

General equality and diversity requirements

Public sector equality duties

The existing public sector equality duties give public bodies, including maintained schools, Academies and Pupil Referral Units, legal responsibilities to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

Schools have been bound by three separate duties for race, disability and gender. These are summarised in Appendix 3 of the report. The duties provide a framework to help schools tackle persistent and long-standing issues of inequality and disadvantage, for example, tackling gender or ethnic stereotyping in CEIAG delivery in order to widen choice and aspiration for these groups.

The Equality Act 2010

The Equality Act came into force in October 2010. The Act simplifies, strengthens and harmonises the previous legislation and introduces new measures and protection in certain areas. The Equality Act also harmonises the existing three

equality duties into one new duty, which covers all seven equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation, and covers maternity and pregnancy. Where schools are concerned, age relates to employment of school staff, rather than directly in relation to pupils.
In addition, the single public sector equality duty requires public authorities to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

Further information about the implementation of the Equality Act can be found at:
http://www.equalities.gov.uk/equality_act_2010.aspx
http://www.equalityhumanrights.com/legal-and-policy/equality-act/

4.3   Statutory duties placed on schools in England that have specific reference to CEIAG

Every Child Matters
Section 10 of the Children Act 2004 places duties on local authorities and their statutory partners to cooperate in making arrangements to improve children's wellbeing. The Apprenticeships, Skills, Children and Learning Act 2009 extended the list of statutory partners to include schools from January 2010. The Act enshrines the five Every Child Matters (ECM) outcomes for children in law and ensures that all children should, among other aims, enjoy economic wellbeing.

Section 11 of the Children Act 2004 places a statutory duty on key bodies and organisations to safeguard and promote the welfare of children. The statutory guidance to this piece of legislation makes clear that safeguarding and promoting welfare includes enabling children to have optimum life chances to enter adulthood successfully.

The Children Act 2004 amended by the Apprenticeships, Skills, Children and Learning Act 2009 requires both primary and secondary schools to promote the wellbeing of children by working within statutory partnerships known as Children's Trusts. Schools have been required to deliver their provision in a way which contributes to the achievement of the five outcomes for children. Careers education, information, advice and guidance make a contribution to all five outcomes but specifically to 'enjoy and achieve' and 'achieve economic wellbeing'. Both of these outcomes underpin the need for individuals to be supported to reach their potential. This can only be achieved if programmes of study challenge stereotypical views of

roles, and equip young people with the knowledge, skills and attitudes to make and implement decisions about life, learning and work from an early age.

Careers education and information

The Education Act 1997 (Section 44, Part V11 paragraph 45 (1)) makes reference to the provision of careers information stating that, from age 13 (Year 9), students:

> '...must be provided with access to both guidance materials, and a wide range of up-to-date reference materials relating to careers education and career opportunities.'

This duty was extended from Year 9 to include students in Years 7 and 8 in 2004.

Section 351 of the 1996 Education Act requires schools to provide a balanced and broadly based curriculum, which 'prepares pupils for the opportunities, responsibilities and experiences of adult life'.

> 'Careers education and guidance programmes make a major contribution to this broad aim. It is now a statutory requirement for schools to provide a planned programme of CEG for all students in Years 7 – 11.' (1997 Education Act and extended 2004)

Other areas of the curriculum also provide opportunities to deliver career-related learning. The Education Act 2002 made Citizenship a Foundation Subject and as such became a statutory part of the curriculum for Key Stage 3 and 4 pupils, but is non-statutory in primary schools. The programmes of study for each Key Stage require learners to develop an understanding of the issues of social cohesion and the economic wellbeing of their communities and their own contribution to these issues. A statutory order (Number 2946, 2003) amended the Act and placed a statutory duty on schools to deliver work-related learning in Key Stage 4, from September 2004. Schools have a duty to provide programmes of work-related learning which allows pupils to learn about, for and through work.

The Education Inspection Act (2006) introduced a statutory duty to primary and secondary schools to promote social cohesion. Citizenship provides the logical curriculum context to fulfil this duty as it provides an opportunity for the discussion of issues relating to equal opportunities and diversity. Topics such as 'similarity and difference' and 'rights and responsibilities' help children to develop a sense of who they are, what they can do, and how they belong. Citizenship is a vehicle which promotes personal wellbeing, and supports the concept of social cohesion.

The Education and Skills Act 2008 places new requirements on schools to deliver impartial information, advice and guidance (IAG). This means that IAG will have to be free from institutional (or individual) bias and be in the interests of the young person. The Act also requires schools to have due regard to new statutory guidance on the principles of careers education, which was launched in November 2009 (DCSF, 2009). The new statutory guidance makes explicit reference to equality and diversity within the Principles of Careers Education. One of the six principles is to:

'Actively promote equality of opportunity and challenge stereotypes.'

The statutory guidance on impartial careers education provides further guidance on the principles.

Figure 4.1   Statutory guidance: Impartial careers education

Schools will meet this principle if young people:

- are able to recognise and challenge stereotypical views of opportunities in learning and work
- understand that stereotypical decision-making can have financial implications
- consider learning and work options that are not generally associated with their school
- consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background
- make successful transitions when they choose non-traditional opportunities, and
- feed back that they recognise, and reject, learning and work stereotypes.

Source: DCSF (2009) Statutory Guidance: Impartial Careers Education. London: DCSF

Advice and guidance

Teachers and schools are also required to meet a number of other requirements relating to their responsibilities to deliver advice and guidance. The School Teachers' Pay and Conditions Document (2010) describes the professional duties of teachers to include the need to 'work with others on curriculum and/or pupil development to secure coordinated outcomes'. With regard to CEIAG, this can be interpreted as the need to work cooperatively with internal and external stakeholders to identify and meet the career learning and planning needs of individual learners.

The Apprenticeships, Children, Skills and Learning Act 2009 places a requirement on schools to provide information, advice and guidance on vocational training

opportunities where they consider this would be in the best interests of pupils. In addition, the Act provides local authorities (LAs) with the power to issue compliance notices to schools which do not comply with the provisions of the School Teachers' Pay and Conditions Document. The Act also gives the Secretary of State powers to direct LAs to issue compliance notices to schools.

4.4 Statutory duties placed on local authorities which have specific reference to CEIAG

England

Section 8 of the Employment and Training Act 1973, amended by the Trade Union Reform and Employment Rights Act 1993 placed a duty on the Secretary of State to provide careers advice and guidance for young people. From 2001, this statutory duty was exercised through the Connexions services and includes not only the provision of information but also careers guidance and curriculum support. This duty is now assigned to the local authority due to the changes brought about by the Education and Skills Act 2008.

The local authority also has the responsibility under the Employment and Training Act 1973 (built on by the Trade Union Reform Act 1993) to support the delivery of careers education and guidance in schools.

In addition, Section 139a of the Education and Skills Act 2008 establishes a requirement for assessment of young people with learning difficulties or disabilities that are progressing into post-16 learning or training options.

Statutory duties for the provision CEIAG in Scotland and Wales

There are no legislative duties relating CEIAG provision in Scotland. Scotland has an all-age publicly funded careers guidance service which covers adults in the labour market as well as children, young people and adults in education. There are national guidelines for careers education covering children and young people aged from three up to 18.

In Wales, the 'careers and the world of work' curriculum is a requirement for all 11-16 year olds. It is also part of the requirements for the Learning Core of Learning Pathways 14-19. The provision of this curriculum area is statutory for 14-19 year olds; however, guidance provided on the delivery of the curriculum is non-statutory.

4.5 Non-statutory guidance to providers

In this section we look at non-statutory guidance to schools and other providers of CEIAG. The section refers to a number of documents and the content of these in relation to equality is summarised in Appendix 4.

Quality standards for careers education and guidance in England

Historically there have been few requirements on schools in England concerning the content of careers education, including on how it should address equality issues. In response to concerns about the variable quality of careers education, non-statutory guidance on the aims and content of careers education has been produced by government departments and agencies, particularly the DfE (formerly the DfES), and the Qualifications and Curriculum Authority responsible for producing the national curriculum (QCA, now QCDA). Figure 4.2 shows the 2007 quality standards for young people's IAG (DCSF, 2007a). The QCDA's work on the curriculum is to be discontinued, following a decision by the coalition government.

Figure 4.2   Standard 5: Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes

- Services reach all young people in the local community, including disadvantaged and marginalised groups.
- Information, advice and guidance services are personalised to meet the needs of individual young people.
- Young people facing barriers to access to learning, training and employment are given the help that they need to overcome these barriers.
- Services are sensitive to the faith, cultural, and family background that people come from.
- Stereotypes and limited career aspirations are challenged, for example through the use of positive actions activities, taster sessions, the use of appropriate role models and work placements.
- Communications with young people are adapted to reflect the different needs of recipients (for example, in relation to basic skills needs or disabilities).
- Active efforts are made to ensure that the information, advice and guidance workforce reflects the diversity of the wider community.

Source: Department for Children, Schools and Families (2007) Quality Standards for young people's information advice and guidance (IAG) London: DCSF

The document Careers Education and Guidance in England: A National Framework 11-19 was produced by the DfES in 2003 as a tool for schools and other providers with the introduction of the statutory requirement to deliver careers education and guidance from Year 7 (DfES, 2003). The framework, which was non-statutory,

included learning outcomes and suggested activities and some quality standards. These included some equality aims, largely limited to recognising stereotyped images and notions of 'men's jobs' and 'women's jobs'. This document was superceded by the document Careers Education framework 7-19. Statutory Guidance: Impartial Careers Education (DCSF, 2010). Some confusion exists about the status of this document. Although part of a suite of documents which form part of the statutory guidance on impartial careers education, the provision of this subject is not statutory at Key Stage 2 or Key Stage 5. The document is however helpful in supporting schools to enact their duties for KS3 and KS4 learners.

The new framework includes curriculum outcomes which relate to the Statutory Principles of Careers Education contained in Quality Choice and Aspiration (DCSF, 2009). Principle 5 states that careers education must 'actively promote equality of opportunity and challenge stereotypes'.

Other indicators of quality also include equality and diversity aims, including in relation to raising aspirations, challenging stereotypes and meeting the needs of all young people locally (Standards 4.4, 4.8, 8.8, 12.6).

The Quality Standards for Young People's Information Advice and Guidance were published in 2007 by the former DCSF. Twelve quality standards were developed, along with evidence indicators against which performance could be assessed. The standards were intended to be used primarily by IAG commissioners within local authorities to ensure the quality of services delivered by providers, but providers could also use the standards themselves to develop their provision. One of the 12 Quality Standards, Standard 5, refers specifically to equality issues and the expectation that: 'Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes' (DCSF, 2007a: 5). Standard 5 refers to the need to ensure that services reach all young people, including those who are marginalised or in disadvantaged groups, and in providing additional support to young people with special needs or disabilities. It refers to challenging stereotypes and raising aspirations. The indicators also refer to the need for cultural sensitivity and to make efforts to ensure that the IAG workforce reflects the diversity of the wider community. The elements of Standard 5 are presented in Figure 4.2, above.

The career, work-related learning and enterprise programme
Schools and other providers have traditionally chosen where to deliver CEIAG, including across the curriculum or in tutor groups. In recent years, careers education and guidance delivered in schools has been relocated within a new subject area of Personal, Social, Health and Economic Education (PSHE) within Key Stages 3 and

4. The change, which took place in 2008, involved the introduction of two new non-statutory programmes of study into the PSHE area: 'Personal wellbeing' and 'Economic wellbeing and financial capability' (DCSF, 2008a). The economic wellbeing programme encompasses career, enterprise, financial understanding and work-related learning. Career learning is also covered in the personal wellbeing strand.

The work-related learning framework: economic well-being 11-19
To support the implementation of these two new non-statutory programmes of study, the QCA produced an updated work-related learning framework, Economic Wellbeing 11-19, in 2009. The framework consists of nine elements of provision with learning outcomes. Schools are expected to 'have regard to' this guidance, although it is non-statutory. The framework is used by Ofsted when inspecting work-related learning in schools.

The place of equality issues in career and work-related learning appears in the third element of provision, which relates to developing 'awareness of the extent and diversity of opportunities in learning and work'. One of the learning outcomes of this provision is to 'recognise and challenge stereotypical views of opportunities in learning and work'. This element is reproduced in Figure 4.3.

To assist schools and other providers with the delivery of career, work-related learning and enterprise, the QCA produced a more detailed guide to implementing the framework, Career, work-related learning and enterprise 11-19: A framework to support economic well-being. This document provides more detail on the third element of provision, stating that

> 'Learners should consider factors relating to diversity and equality of opportunity in learning and work, particularly gender, culture and disability.' (2008:12)

The guide provides examples of activities, such as group sessions, careers fairs, business visitors and work experiences. However, these suggested activities are generic and do not include those which have aimed to challenge stereotypes, for example 'what's my line' presentations, mentoring and use of role models.

Figure 4.3   Framework for economic wellbeing 11-19: career, work-related learning and enterprise

Elements of provision for all learners	Suggested minimum provision at each Key Stage	Through this provision learners can:
Develop awareness of the extent and diversity of opportunities in learning and work.	Learners undertake two tasks that investigate opportunities in learning and work, and the changing patterns of employment.	• understand the range of opportunities in learning and work (local, national, European and global), and the changing patterns of employment • understand the significance of the changes happening in the world of work and relate them to their career plans • explain the chief characteristics of employment, self-employment and voluntary work • recognise and challenge stereotypical views of opportunities in learning and work

Source: QCA (2008) Career, work-related learning and enterprise 11-19: a framework to support economic wellbeing, London: QCA

With regard to measuring outcomes of schools' work in this area, there is no statutory requirement to assess pupils' learning, although the guide suggests ways in which these might be done, and that these should be tailored to students' abilities and needs. The guide also refers to the need for teachers of pupils with learning difficulties to 'adapt and amend the framework to ensure that it suits learners' needs' and includes a number of aims for these young people, for example preparation for adult life and self-advocacy. This is the only equality group referred to in the guide, which shows a lack of recognition that young people's needs vary due to factors including disadvantage, stereotyping and cultural expectations.

Programmes of study relating to future learning and employment
The QCA has produced programmes of study for economic wellbeing and financial capacity for Key Stages 3 and 4. These form part of the national curriculum, but are non-statutory, and are intended for use by teachers in developing programmes. The programmes include suggested content and ideas for delivery, for example having contact with people from business, contact with IAG specialists and use of case

studies, simulations and role play to explore work and enterprise issues. In explaining the importance of economic wellbeing and financial capability it states:

> Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. (QCA, 2007c: 227)

The guide suggests that pupils should have opportunities to 'discuss contemporary issues in work' and one suggestion for such an issue is 'equality of opportunity'. However, other than this suggestion, the programme does not include specific aims or activities relating to equality or to challenging stereotypes. Again, this suggests lack of recognition of the need to address ingrained disadvantage and stereotyping which influences young people's thinking in relation to economic aspirations.

Other programmes of study within the national curriculum have relevance to careers education and preparation of pupils for future working lives, particularly the citizenship curriculum. It is therefore interesting to identify ways in which this programme of study might encourage wider horizons and challenging of stereotyping. In fact, the citizenship programmes of study at Key Stages 3 and 4 make more reference to equality and diversity values and aims than the economic wellbeing programmes, although not directly in relation to working lives. Citizenship is aimed at developing 'social and moral responsibility, community involvement and political literacy', and the programme guide explains that:

> Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence and encourages pupils to challenge injustice, inequalities and discrimination. (QCA, 2007a:27)

Equality is referred to within two of the three key concepts: under 'democracy and justice' and under 'identities and diversity: living together in the UK'. The main theme of these aspects of the programme is appreciation of diversity of culture and belief, background and traditions, alongside shared values and perspectives. The emphasis of the programme is on diversity of race and faith and it does not refer to gender or to other equality strands. Despite these limitations, there would seem to be scope to link the citizenship equality aims with those of economic wellbeing, but these links would have to be made on the initiative of schools and teachers. This degree of voluntarism is likely to mean that only teachers who are most informed and concerned about equality issues are likely to make these connections.

Seven areas of learning have been designated 'cross-curriculum dimensions'. They include healthy lifestyles, community participation and enterprise and overlap with other curriculum areas, particularly citizenship and PSHE. The QCA planning guide lists a large number of aims to these dimensions. These are broad in range and include appreciation of diversity and encouragement of confidence and good decision-making. One area, identity and cultural diversity, may offer scope for challenging stereotypes and widening horizons in relation to future learning and employment. The planning guide to schools on cross-curriculum dimensions explains that:

> Learning about identity and cultural diversity can help young people to live and work together in diverse communities in the UK and the wider world. It can also help them develop their identity and a sense of belonging, which are fundamental to personal wellbeing and the achievements of a flourishing and cohesive society (2009:10).

One of the learning goals of this part of the programme is to 'understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people in the UK, and recognise that these have shaped and continue to shape life here'. Another of the eight goals is to 'understand the importance of human rights and the consequences of intolerance and discrimination and how to challenge these' (2009:11). This dimension does offer scope for exploration of discrimination in employment and for consideration of issues of equality in the labour market, which can assist individual decision-making, although it will be for schools and teachers to link these dimensions to career-related learning. Again, this opportunity may not be recognised by many teachers, and a potentially valuable way to convey messages about careers, to raise aspirations and to challenge stereotypes, is likely to be missed.

Personal, Learning and Thinking Skills (PLTS) are a further cross-curricular area of learning and refer to skills which enable young people to become confident and capable and able to make a positive contribution to society. They are also considered to help young people see the 'relevance and interconnectedness of their learning'. Schools are expected to incorporate PLTS into the curriculum. The six groups of skills are: independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation. Along with the other cross-curricular dimensions referred to above (for example, identity and cultural diversity, healthy lifestyles), PLTS is described as broadening horizons and raising aspirations, 'offering contexts that challenge learners and encourage them to step outside their comfort zone'. They are also intended to enable young people to link learning to the world outside the classroom (QCA, 2009:08). Therefore, their application to the

curriculum does offer scope for schools to explore aspirations in relation to future learning and employment and the barriers that lower young peoples' aspirations and lead them to follow well-trodden and stereotypical paths.

Guidance on the provision of work-related learning and equality content
A number of guidance documents have been produced by government departments and agencies in relation to work-related learning, which forms part of the economic wellbeing programme outlined above. Work-related learning is described by the DCSF as involving partnership between schools, employers and Education Business Partnership Organisations (EBPOs) (DCSF (2008a). The Work-related Learning Guide (2008) emphasises the role and importance of work-related learning within the curriculum and describes it as 'a way of delivering learning', clearly aiming to distance it from its traditional associations with the block work-experience placement. It explains many of the benefits of work-related learning for pupils, schools and employers, including through the development of employability skills. The document is targeted at pupils, schools and employers and describes a wide range of work-related learning activities which can benefit young people. However, the document makes no mention of a key benefit of work-related learning, in broadening perspectives and challenging stereotypes. One of the areas of the report which might have benefited particularly from including such considerations is entitled 'How can we get the best out of work-related learning?' As we explain below, the quality standards for work experience do include equality aims (DSCF, 2008b).

The previous government's strategy for IAG for young people is explained in the DCSF's Quality, Choice and Aspiration (2009) paper which reviewed provision of IAG to young people. This describes statutory requirements on schools and other providers. In contrast to the work-related learning guide, this report refers to the role of IAG in challenging 'negative stereotypes', in the context of raising aspirations. It refers to the Milburn Report on increasing access to the professions, and the role of partnership, for example between schools and professional organisations, in challenging misconceptions and raising ambitions (DCSF, 2009:27).

To help address concerns about the variable quality of one aspect of work-related learning, the DCSF has produced quality standards for work experience (DCSF, 2008b). The standards consist of six elements, including policy, planning, delivery and review. Equality aims are included under element one – policy - which states that equal opportunities should be promoted and gender stereotyping challenged, with the school, college or EBPO responsible for ensuring this.

The current government's strategy for careers support is emerging. It has announced the creation of an all-age careers service for England to support people from age 19

to be in place by April 2012. Meanwhile, the Schools White Paper (2010) focuses on the importance of teaching but mentions neither careers education nor work-related learning. Similarly the review of the national curriculum announced in November 2010 for early 2011 does not cover non-national curriculum areas such as work-related learning, work experience, careers education or careers information, advice and guidance.

CEIAG and inspection
We have described the statutory requirements and non-statutory guidelines for schools and teachers on the delivery of CEIAG. Systems for assessing schools' performance in this area are somewhat weak. Secondary Schools in England are inspected by Ofsted on their careers education and guidance, although this is under a broader heading of Care, Guidance and Support. The DCSF produced a briefing to schools on Ofsted, self-evaluation and CEG in 2006 (DCSF, 2006). The briefing explains the evidence from careers education provision that should be included by schools in their self-evaluation evidence for the inspection and how this process can improve quality and standards in CEG. Guidance in the DCSF/Connexions briefing largely concerns documentation of CEG, including policies, evaluation, records of pupils' work and action taken since previous inspections. With regard to equality aims, the guidance refers to the need for schools to address equality of opportunity in their self-evaluation forms in a number of areas, including 'how well it is promoted and discrimination tackled so that all learners achieve their potential', and progress made by the governing body in implementing legislation on equality and implementing legislation on learners with learning difficulties and disabilities. However, these are general requirements rather than related specifically to careers education. The guidance refers to the need to show that careers programmes are effective and to a summary of Ofsted guidance produced in 2001 which refers to the need to tailor CEG to pupils' ability but not to equality aims. Therefore, guidance to schools does nothing to encourage schools to demonstrate that their career-related learning includes equality aims.

The requirements on schools have recently changed as a result of the introduction of the new non-statutory programmes of study on work-related learning. Schools are expected to 'have regard to' the guidance contained in the QCA framework Economic Wellbeing 11-19 in 2009. Although non-statutory, the framework is used by Ofsted when inspecting work-related learning in schools. However, the guidance in relation to equality is limited and expressed in general terms. Therefore, it is unlikely that schools would be judged on the extent to which their programmes include equality messages and learning activities.

Career-related learning in the primary school curriculum
Career-related learning currently has a very limited place in the primary school curriculum. Understanding of the world of work is included under the area of learning relating to 'Understanding physical development, health and wellbeing'.

The Children's Plan 14-19 Expert Group recommended that CEIAG should be delivered much earlier. This recommendation led to piloting of career-related learning in primary schools which emphasised raising aspirations, with an evaluation due to report in late 2010. The belief that career-related learning can help to raise aspirations, if it begins early was also expressed by the DCSF which stated in its Quality Choice and Aspiration paper that 'high-quality IAG is a process that needs to begin in primary schools'. Plans were put in place to include work-related learning in the new primary curriculum planned for 2011. Draft curriculum guidance for where career-related learning would be located was circulated in 2009 as part of the independent Review of the Primary Curriculum undertaken by Sir Jim Rose for the DSCF in 2008 (Rose, 2009). The consultation proposed that children should learn about the world of work within the broader programme of 'Understanding physical development, health and wellbeing'. The draft programme included learning about how education and training can improve opportunities in later life. It also proposed that children should have opportunities to meet people from a range of occupations and attend events outside school. The ability to recognise and to challenge stereotyping and discrimination was included as part of children's learning in this area. The review recommended including 'Understanding physical development, health and wellbeing' as one of six curriculum areas of the new primary curriculum.

In June 2010 the new coalition government announced that it does not intend to proceed with the proposed new primary curriculum and that schools will be given greater freedom to deliver the curriculum, with requirements centred on the core subject areas. A review of the primary school curriculum will be undertaken in early 2011 and it seems unlikely that this will lead to any requirements on primary schools to include career-related learning.

Careers education, information, advice and guidance in Scotland
While in England, different provision is made for young people and adults (although this is set to change with the introduction of the all-ages careers service in 2012), Scotland has an all-age publicly funded careers guidance service which covers people in the labour market as well as those in education. There are national guidelines for careers education covering children and young people aged from three up to 18. There is also a package of materials to support schools in the delivery of learning outcomes in the national guidelines. Enterprise education is also more strongly developed than in England, with a system of enterprise education which

begins in primary school. This area of learning is aimed at promoting enterprising approaches to teaching and learning as well as having career-related learning aims.

Guidance on careers education is delivered by Skills Development Scotland which has been created from a merger of Careers Scotland, the skills and learning functions of Highlands and Islands Enterprise and Scottish Enterprise, and the Scottish University for Industry. A wide range of resources is available to schools and other learning providers.

In relation to careers education, one of the key resources is Career Box which was developed to deliver the four learning outcomes of Career Education in Scotland defined in the National Framework for Career Education in Scotland published in 2001. These learning outcomes are: awareness of self; awareness of opportunity (including equal opportunity); understanding decision-making, and understanding transitions. One of the aims of understanding career decision-making is to identify stereotypical views. The framework also identifies careers education as having a role in developing positive attitudes towards equal opportunities. Learning outcomes include being able to describe ways in which work roles are stereotyped and how stereotypical views can affect decision-making (Learning and Teaching Scotland, 2001).

Careers education forms an important part of the Scottish Government's strategy for enterprise in education, Determined to Succeed, established in 2002. As well as career education, key strands of Determined to Succeed are enterprising teaching and learning, entrepreneurial learning and work-based vocational learning.

Work experience forms an important part of Determined to Succeed and guidance on this aspect of enterprise education includes equality concerns. This states that:

> Schools should pursue a policy of equal opportunities in their work experience programmes set within the context of the school's equal opportunities policy. In particular, areas such as countering gender stereotyping, ethnic, cultural and religious groups, those with physical disabilities, increasing young people's confidence and challenging underachievement should be looked at. They should recognise the diversity of aspiration, needs and interests of the individual young person. Young people should be encouraged and given extra support when choosing non-stereotypical placements. Schools should check that their programmes are free from both overt and covert stereotyping and pay particular attention to equal opportunities aspects when briefing young people and employers (Scottish Executive, 2006:26).

Careers education is also part of the new Curriculum for Excellence which is intended to support children and young people in developing skills for work, life and learning. These skills are embedded within the curriculum and aimed at enabling children and young people to be successful learners, confident individuals, responsible citizens and effective contributors (Scottish Government, 2008). The Curriculum for Excellence does not include guidance specifically relating to equality and diversity aims.

Careers education, information, advice and guidance in Wales
As in Scotland, careers guidance in Wales is an all-age service, although careers education begins in secondary school rather than in Key Stage 2. To assist schools and other providers with the development of careers education programmes, Careers and the world of work: A framework for 11 to 19-year-olds in Wales, was published in 2008 replacing previous frameworks relating to careers education and guidance. Careers and the world of work is embedded within the curriculum. Within personal and social education, careers and the world of work is intended to promote wellbeing, learning and citizenship. Learning outcomes for Key Stage 3 include to:

'Recognise and challenge the stereotypes that limit people in their choice of work and careers'

and in Key Stage 4 to:

'Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity'. (Welsh Assembly Government, 2008a)

The Welsh Assembly Government has produced supplementary guidance on careers and the world of work for use by schools and education authorities (Welsh Assembly Government, 2008b). Areas to be included under self-evaluation include whether there is evidence and analysis of learners making choices that challenge stereotypes. Guidance on organising work placements refers specifically to stereotyping:

'Schools should pursue a policy of equal opportunities in their work placement arrangements. Stereotyping should be challenged and students should be given extra support when choosing non-stereotypical placements. Institutions should check that their programmes are free from both overt and covert stereotyping. Placing students in areas of work in which they feel uncomfortable will tend to be counterproductive but strong encouragement should be given to those

considering non-traditional placements.' (Welsh Assembly Government, 2008b:38)

The supplementary guidance includes case studies of good practice, which include an example from a special school that introduced issues of gender and stereotyping into discussions about work roles using work clothing. Inspection of careers education by Estyn, like Ofsted in England, is aimed at establishing that provision of CEIAG is coherent and effective, that programmes are carefully structured and coordinated and take account of the relevant frameworks. Therefore, inspection is not designed to take account of equality goals (Estyn, 2010).

4.6   Messages from critical policy documents/reviews of CEIAG

We have described the development of government policy in relation to CEIAG and of statutory and non-statutory guidance to schools and other providers. In addition to the key documents identified in this chapter, there have been a number of other policy documents produced by enquiries and by government agencies, including the Commission. Here we look at what these say about equality and CEIAG, about the needs and experiences of young people across the equality strands.

The remit of enquiries and reports which have commented on issues of equality and CEIAG has been wide and includes social exclusion and social mobility, skills and skills gaps and gender inequality in the labour market. Key enquiries and reports, both in terms of their profile and their extent of coverage of CEIAG include the 2008 report of the Cabinet Office Social Exclusion Task Force into aspiration and attainment in deprived communities, the Milburn Report of the Panel on Fair Access to the Professions, published in 2009, and government response in 2010; the National Skills Forum 2009 report, Closing the Gender Skills Gap; the report of the Women and Work Commission 2009 review of its recommendations on gender equality in the labour market, and most recently the coalition government's Equality Strategy (2010). These reports draw on published research evidence and submissions from experts on education, training and employment. They convey some consistent messages about current CEIAG and its shortcomings.

The main emphasis of policy documents has been on gender and social class and, to some extent, ethnicity. In addition, some documents, for example the IAG strategy, refer in general terms to additional needs. A number of recent reports focus on disadvantage and disengagement in a wider sense but neither identify the needs of particular groups of young people, nor articulate how these needs might be better met.

Aspirations and stereotyping

The aspirations of young people to do well in life is a theme found in documents, including the Social Exclusion Task Force's report (Cabinet Office Social Exclusion Task Force, 2008) on aspiration and attainment among young people in deprived communities. The Milburn Report suggested a number of actions, including improved engagement of universities and the professions, which were accepted by the DCSF in its IAG strategy (DCSF, 2009). The strategy referred to the role of IAG in raising aspirations through challenging negative stereotypes , and at the same time, acknowledged that many young people wish to follow the example of family and other close contacts and that their horizons may be limited by lack of awareness of wider options.

The effect of stereotypes on young people's choices is explicitly acknowledged in a number of policy documents. It is a key message of the Women and Work Commission's review of its 2006 recommendations (2009) and of the National Skills Forum report, Closing the Gender Skills Gap (2009). Both reports refer to inadequacies in the training of teachers delivering careers education. The Women and Work Commission recommends a programme of best practice to inform practitioners, better guidance for teachers, the use of IAG to challenge stereotypes and more detail on how stereotypes can be challenged. A number of reports refer to the need for changes to CEIAG. The Milburn Report refers to the need for a stronger focus on careers in schools and for radical changes to the Connexions service to improve careers advice and to facilitate social mobility.

Although the Equality Strategy (2010) does not provide a great deal of context, it does see careers advice as having a key role in the delivery of a fair and flexible labour market and seeks to improve careers advice for girls, women, ethnic minorities, disabled people and others who can be disadvantaged by occupational segregation, to help ensure that they are aware of the options open to them.

The need for better inventions

One of the messages from the Milburn Report was that careers education begins too late and that schools and colleges should have direct responsibility for providing IAG starting from primary school age. As stated earlier, this was accepted by the previous government, but is currently under review and is unlikely now to be put in place.

The former DCSF's IAG strategy describes good CEIAG as including a range of interventions with different activities and formats. They include 'excellent and impartial careers IAG', state of the art online IAG resources with links to one-to-one guidance; opportunities to try out careers through tasters and mentoring. Training of careers coordinators is also described as having a role in improving the effectiveness

of interventions. All of these measures are likely to provide young people with broader perspectives on career opportunities, and help to challenge stereotypes they may have held which limit their aspirations.

The role of organisations other than schools and careers services in raising aspirations and assisting young people to plan their education and career routes is also acknowledged. The National Skills Forum on Closing the Gender Gap (2009) recommends stronger links with employers to encourage wider choices and to challenge stereotypes, including with employers in science, engineering and technology sectors. The IAG strategy (DCSF, 2009) refers to the important role played by Education Business Partnership Organisations (EBPOs). As described earlier, the Milburn Report refers to the role of interventions by universities and professional bodies, and this has been followed up in the government's response. Its recommendations include stronger support for mentoring to provide less formal and more direct information and advice from students and young professionals.

Actions taken in response to the Milburn Report include supporting a new website, TotalProfessions.com which brings professional bodies together to encourage and inspire career aspirations of young people.. The Department for Business, Innovation and Skills has also set up a Facebook site, Guiding Light, aimed at providing information about professions to young people through mentors. Tasters and work placements are seen to have a key role in encouraging young people to aspire to the professions and achievement more generally, with the government accepting the Milburn Report's recommendations on tasters. Work placements and tasters are seen to have an important role to play in raising aspirations because they give young people an insight into jobs they may not have considered and therefore can widen their horizons. Therefore, the IAG strategy (DCSF, 2009) refers to the scope to involve third sector providers to provide more work placements.

The Task Force on the future of the Careers Profession, an independent group who reported to the Department for Education (2010), reported after Milburn but was founded upon a similar set of concerns that led to a focus on how to ensure high-quality and professional careers advice. The careers profession currently is populated by a workforce with a diverse range of qualifications from Level 3 through to Level 7 delivering both information and advice services as well as guidance. There is no minimum entry qualification and there is no register of practitioners and no requirement to work to a set of professional standards, although many practitioners do belong to professional bodies and do work to those professional standards. The focus of the Task Force was on professionalising the careers sector, considering how to encourage a more diverse workforce and encouraging a cadre of respected and qualified careers professionals. Consideration of equality and diversity came as part

of a proposal to develop specialist advisers on equality and diversity issues who would be recognised as Advanced Careers Practitioner.

Parents are acknowledged as playing a key role in influencing young people's decisions about education and careers both through direct intervention and indirectly, through example. This influence is seen as problematic in some policy documents because parents are seen to be ill-equipped to assist their children, particularly through providing information on a wide range of options. Therefore documents including the Milburn Report, the Social Exclusion Task Force Aspiration and Attainment Report (2008) and the IAG strategy all refer to the need to better equip parents to advise their children and to support them in this role. The IAG strategy also refers to the need to raise parents' own aspirations, including through regeneration work and through Jobcentre Plus, providing a useful reminder of the need for IAG at all ages. The Milburn Report and government response also provide a useful reminder that advice may be given, and choices made, within constraints and that families and young people may be discouraged from routes involving higher education by 'financial fears'. These are likely to be heightened by the current economic recession and legislation on student fees arising from the Browne Review (2010). At the same time as raising the cap on tuition fees, the review recommended a 'radical overhaul' of careers advice to ensure that young people have the right IAG to make good choices. Research commissioned by the Sutton Trust in 2010 found that 80 per cent of young people said it was likely they would progress to education but, if tuition fees were raised to £7,000 only 45 per cent of young people said they would be likely to do so, and only 26 per cent if they were raised to £10,000. Many did know about the financial support available (Ipsos MORI, 2010). To address such concerns, the previous government recommended that universities should help schools to inform children, before the age of 16, and their parents about the financial support available for university study.

4.7   Summary

Legislation on equality, both generally and in relation to CEIAG is complex. Requirements on schools and providers are scattered across a number of documents raising questions about the ability and resources of schools and IAG providers to understand their obligations in relation to provision and delivery. Many of the measures around equality and CEIAG are aimed at ensuring access to services and at meeting social justice needs. They are weak in relation to how CEIAG should be opening up opportunities for young people, through challenging stereotypes and raising aspirations in practical ways. Practitioners accessing these documents would find little guidance on how they can improve practice.

Recent reforms to the delivery of CEIAG in schools has led to the introduction of two new non-statutory programmes of study within personal, social, health and economic education at Key Stages 3 and 4 (Years 7 to 11). Both of the strands, economic wellbeing and personal wellbeing, include career and work-related learning. Schools have separate guidance on work-related learning, which includes work experience. Combined with requirements to provide careers guidance, this may lead schools to be confused about what they need to deliver, to which year groups, and whereabouts in the curriculum.

Guidelines in relation to delivery are not sufficiently specific in terms of the needs of particular groups of young people, for example with special needs. More recent guidelines are better, particularly concerning young people's entitlement by age band. However, there is no guidance to schools about how CEIAG can help overcome low aspirations and stereotyping which currently channels young people into pathways according to gender, ethnicity and social class. Documents are also silent on the CEIAG needs of young people who are known to be particularly disadvantaged, including Gypsy, Roma and Traveller young people, teenage mothers and disabled young people.

Evidence-based reviews and research have consistently called for career-related learning to begin in primary school, as it currently does in Scotland, so that high aspirations and achievement can be encouraged early. However, plans to make PSHE, including career-related learning, compulsory, have been shelved so that schools can opt out of providing pupils with early preparation for decision-making and career choice.

Because most requirements on schools are non-statutory, the extent and quality of CEIAG is likely to depend in part on both careers advisers and teachers' skills and confidence in delivering career-related learning. It is therefore a matter of some concern that teachers are not provided with adequate training and preparation for CEIAG which they might be called upon to give to pupils as a subject teacher, form tutor, head of year or in some other capacity. There is a need for teacher training programmes to address this and for teachers to have CEIAG training before they achieve qualified teacher status. Similarly, there is no minimum qualification requirement to become a careers adviser and no licence to practice, consequently there is a parallel need to professionalise the career guidance sector and ensure all practitioners have a clear understanding of equality and diversity issues, and their role in addressing them.

Reviews of CEIAG are in agreement that variability in quality of provision to young people is a major concern. Without inspection and monitoring, the quality of provision

is unlikely to improve. Therefore, monitoring of the extent and quality of CEIAG should be clearly included in schools inspections, and this should cover the extent to which it aims to widen opportunities and raise aspirations.

5 How national policy is interpreted and delivered at the local level

5.1 Introduction

In earlier chapters of the report we have described how patterns of decision-making among young people, while changing, remain stubbornly linked to stereotypical thinking, showing the need for CEIAG that promotes equality, challenges stereotypes and celebrates diversity. At national policy level, schools and careers companies in England, Scotland and Wales have a duty to provide a careers service that addresses equality and diversity issues.

In this chapter we present the results from research carried out to investigate how national policy is being interpreted at a local level and being delivered in practice. Three sources of information are drawn from in this section: firstly, a small survey of careers companies (including Connexions) and local authorities across England, Scotland and Wales; secondly, interviews with a wide range of stakeholders including employers and employer organisations, and thirdly, a series of case studies. A brief overview of the methods used is provided with additional detail found in Appendix 1.

The focus of this section is on the extent to which local policy and practice celebrates diversity, promotes equality of opportunity and challenges stereotypes, and the extent to which local practice is experienced by all young people at key points in their learning journeys.

5.2 Primary data collection

Survey evidence

The research team developed an online survey questionnaire for completion by Connexions services, local authority children's services responsible for IAG. The survey was intended to collect local information to inform the overall study. It collated self-reported evidence of good practice and how the delivery of careers information, advice and guidance promotes equality and challenges stereotyping based on the 2007 Quality Standards for IAG.

The research team built a database of all Heads of Connexions Services and Directors of Children's Services using its own extensive contacts database, supplemented by online resources which were confirmed by telephone. The database contained coverage of England, Wales and Scotland with some multiple contacts for each area. An invitation to participate was emailed to all these contacts (248 in total) with a suggestion that the survey be completed by themselves or forwarded to the relevant officer. The survey period started on 31 March 2010, with two 'reminder emails' being sent during fieldwork. The survey period was extended

until 29 April, to maximise responses. The research opportunity was publicised using the University of Derby International Centre for Guidance Studies (iCeGS) monthly email update to practitioners, the National Connexions Network bulletins, the iCeGS website and throughout the stakeholder interviews.

In total, 18 responses to the survey were received; nine came from local authorities and seven from Connexions services across England, with a further submission from Skills Development Scotland and one from Careers Wales on behalf of the heads of services across Wales. Heads of Careers services and Equality and Diversity Managers made up the majority of respondents. As well as a combined response from the various Careers Wales and Careers Scotland, a large geographical spread was achieved from local authority regions across England in the north and south.

While a number of generic factors such as survey fatigue and the usual issues of survey completion undoubtedly contributed to the limited response, there are two issues which particularly relate to the subject matter of this survey. Firstly, it was a challenge to find senior officers within local authorities whose role focused on careers services and equality and diversity. As Connexions services have been transferred into local authorities, many different arrangements and structures have evolved and are still developing. A clear designation of responsibility for monitoring quality, impartiality and other equality and diversity issues in the delivery of CEIAG is rare, and indeed services have been shown to be, 'split in their assessment of whether the new arrangements would lead to an increase or decrease in quality' (McGowan et al., 2009). The second issue is that the questionnaire itself demanded not just statements of agreement or aspiration but hard evidence to accompany responses. To complete it, individuals needed to have a good oversight of the issues and time to respond. It is likely that the organisations who became involved in the research felt as though they had something to say regarding CEIAG and equality and diversity – but that they are not necessarily typical of practice. They nevertheless represent an important strand of opinion and practice among stakeholders in CEIAG.

Stakeholder Interviews
Interviews were undertaken mostly by telephone but also face to face with 33 stakeholders including employers and employer groups in addition to a range of other more informal discussions. An overview of the organisational backgrounds from which stakeholders were drawn is provided in Table 5.1.

Discussions focused on a range of issues, including the application of the quality standards for IAG, the nature of impartiality, the comprehensiveness of information provided to all young people, and challenges arising from addressing equality and

diversity issues for CEIAG. Stakeholders were assured that their comments would not be attributed to them or to their organisation.

Table 5.1   Stakeholder interviews

Group	Number of stakeholders
Learning providers	1
Government and agencies	6
CEIAG associations and providers	11
Workers with young people	8
Employers/employer organisations	7

Case studies

Eight case studies were undertaken to provide a range of perspectives on how the principles of effective IAG are delivered in practice. These were cases of good or innovative practice that demonstrated how partners can design and deliver activities that might be standalone projects, integrated initiatives or embedded mainstream practice that seeks to promote equality and challenge stereotyping. The case studies represent a broad spread of geographical areas across England, Scotland and Wales, and cover a range of equality strands - some working across different strands. Several of them were not CEIAG projects, rather they recognise that careers work is a part of young people's overall needs and thus CEIAG becomes part of a broader intervention strategy.

Figure 5.2   The case studies in overview

Case study project	Equality and diversity theme(s)
HCS Ltd: Stop Gap (Hertfordshire)	Learning Difficulty and Disability (notably Autistic Spectrum Disorders) NEET
Birmingham Royal Ballet: Dance Track	Gender and Black and Ethnic Minority groups
Derby City Council: Interagency Strategy	Gypsy, Roma and Traveller
PSC Training & Development Ltd: Widening Choices (Plymouth)	Gender and under-represented groups in vocational settings
Connect South West: 2BU	Lesbian, Gay, Bisexual and Transgender Learning Difficulty and Disability
The Harwich School: Joe's Journey	Asylum seekers Young people experiencing transitions
LGBT Excellence Centre: workshops (Cardiff)	Lesbian, Gay, Bisexual and Transgender
Glasgow City Council: Young Parents Project	Young parents

All case studies were visited and involved a number of interviews which asked those involved to reflect on how CEIAG could contribute to the achievement of equality and diversity objectives. Further detail on the specific nature of the case study projects is described in Appendix 2.

5.3   Local policy and data in relation to equality in CEIAG

Local policy

Most of the local authority and Connexions respondents to the survey (including Scotland and Wales) said that they had policies which promoted how CEIAG can be used to recognise diversity, promote equality, challenge stereotypes and challenge inequalities, although four of the 18 replied in the negative. The policies that they referred to included meta-policies such as the Equality Scheme and 14–19 Education Plan, alongside a range of others including Careers and Labour Market Information policy, curriculum policy, equal opportunities policy, Human Resources (HR) policy, opportunity supervision policy, training policy and youth involvement policy. One Connexions service had an Equal Opportunity and Diversity Policy which is embedded through an all-staff requirement to undertake a three-day training module.

Table 5.3   Organisational policies around CEIAG and equality

Do any of your organisation's policies (for example, equality scheme) include anything about how Careers Education, Information, Advice and Guidance (CEIAG) for young people can:			
	(n=17)		
	Yes	No	Don't know
Recognise the diversity of young people	13	4	0
Promote equality	14	3	0
Challenge stereotypes	13	3	0
Challenge inequalities	14	3	0

Note: missing responses are not included

Thirteen of the respondents said that their policies make specific references to meeting the needs of young people according to their gender, race and disability. Only three of the respondents had policies which make explicit references to meeting the needs of young transgender people while eight stated how their policies would meet the CEIAG needs of young people according to their economic status. (See Table 5.4.)

Table 5.4   Breakdown of organisational policies

(Only for those who answered Yes to the previous question): Thinking about your organisational policies around CEIAG and quality, do those policies include how you will meet the CEIAG needs of young people according to their:			
	(n=14)		
	Yes	No	Don't know
Gender	13	1	0
Race/ethnic group	13	1	0
Disability	13	1	0
Religion or belief	10	1	1
Sexual orientation	11	1	0
Transgender status	3	4	3
Socio-economic status	8	2	1
Language	11	2	0

Note: missing responses are not included

This indicates that even where local areas have policies in place that recognised the importance of the equality dimension of CEIAG, fewer made specific reference to how aims would be delivered across all equality strands. However, case studies revealed that it was important to consider work being done to address young

people's CEIAG needs across equality strands under policy areas that were neither associated primarily with careers education nor equality and diversity:

- **Stop Gap** was developed as a pilot research project in response to a Department of Health white paper, Valuing People, which noted the discrimination faced by individuals with learning difficulties and disabilities and the need to provide an increased offer of suitable provision for this group of young people as the move from mainstream pre-16 to full-time post-16 provision.
- The **LGBT Excellence Centre project in Wales** supports Cardiff City Council's mission to deliver Higher Achievement for All by addressing homophobic bullying which can lead to low esteem and aspiration, lack of motivation, low achievement and reduced school attendance.
- Connect South West, formerly Connexions Somerset Ltd **(Widening Choices project)** have been driven by the twin requirements of the Connexions services to offer universal careers advice and guidance alongside a commitment to reduce the numbers of young people who are not in education, employment or training post-16.
- The **Young Parents Project in Glasgow** is set within the interlocking policy agendas to reduce Child Poverty and enhance employability. It is focused around the city's regeneration areas and works closely with the City Council, Jobcentre Plus and Skills Development Scotland.
- **Dance Track** is part of Birmingham Royal Ballet's mission to extend the reach of the arts into the community – the ballet is funded by the City Council and the Arts Council.

Consequently there is practice that promotes equality and diversity aspects of career education and IAG in localities, but it may not be driven by education policy.

Data collection by equality group

Chapter 2 of this report highlighted the types of data collected nationally across England, Wales and Scotland to inform policy development and decision-making. At a local policy level the research team wanted to ascertain the extent to which data was collected and analysed to inform the commissioning of services that addressed equality and diversity issues. The survey response found that the Connexions Client Information System (CCIS), or the Management Information System (in Wales), is the predominant mode of data collection utilised by local services. Table 5.5 shows that information is collected on gender, ethnicity and disability for most; several collect information about first language spoken, but, with the exception of one or two services, data is not collected on faith, sexual orientation or transgender status. Only one service collates information on socio-economic background although proxy information could be used at analysis stage for this. In addition the majority

of organisations are collecting some information on user satisfaction with their IAG services.

Where data is collected, organisations report that they are generally making good use of it to inform the identification of needs and, critically, commissioning of services. Qualitative comments suggested that they were using data in the following ways:

- Commissioning services

  Informs commissioning of IAG work and Partnership Agreement meetings with schools and colleges.

  (Connexions Manager, Local Authority, survey respondent)

- Identifying needs for additional services, for example language support

  Review of language needs for young people who are asylum seekers has led to improved communication and a pilot E2E type provision which includes language support.

  (IAG Strategy Manager, Local Authority, survey respondent)

  Lobby for additional provision for the range of young people based on their needs

  (Connexions Manager, Local Authority, survey respondent)

- NEET reduction strategies

  High NEET-producing schools are targeted to support young people, for example, informs where ESOL courses are required post-16. Improving choices for young people with disabilities.

  (Local Service Manager, Connexions, Local Authority, survey respondent)

- Case load management of Personal Advisers

  Introduced a comprehensive caseload management procedure to optimise our delivery of IAG to clients in most need.

  (Head of 14–19 , Local Authority, survey respondent)

- Aimhigher activity planning

  Work with Aimhigher on aspirations for young people from poorer socio economic backgrounds.

  (IAG Manager, Connexions, survey respondent)

- Labour Market Information (LMI) for staff and service providers

  The information is used to regularly update LMI. Information is produced for staff and other local service providers.

  (Head of 14–19, Local Authority, survey respondent)

It therefore seems important to consider whether sufficient information is being collected to ensure all services are able to meet needs across all equality strands.

Effective use of data is exemplified by Connect South West who use information collected locally, including CCIS data, to assess the needs across their area and to take appropriate action through allocation of responsibility to a named Development Manager. In this way the organisation ensures that it systematically assesses and responds to identified needs. Similarly, in Derbyshire routine analysis of CCIS data highlights equality and diversity issues. The Equality and Diversity Officer of Connexions Derbyshire Limited takes responsibility to actively pursue issues that are important locally to encourage coordinated and multi-agency action.

Table 5.5   Survey responses showing data gathered by equality group from respondent organisations

	Is data collected?			Data is collected by the following equality strands:-							
	Yes for the CCIS	Yes for other reasons	No	Gender	Race / ethnic group	Disability	Religion / belief	Sexual orientation	Transgender status	Socio-economic status	Language
Do you collect information from young people by the end of Year 11 regarding what they plan to do in Year 12? (n=17)	16	9	0	12	12	13	0	2	0	1	7
Do you collect information from young people by the end of Year 11 regarding what they plan to do in Year 12 by subject or vocational choice? (n=18)	18	10	0	15	13	14	0	2	0	1	6
Do you collect information from young people by the end of Year 11 regarding whether they have had a one-to-one meeting with an IAG adviser? (n=18)	11	5	6	11	10	11	0	1	0	1	6
Do you collect information from young people by the end of Year 11 regarding how satisfied they are with the IAG they have received? (n=16)	7	11	1	11	7	6	1	1	0	1	4
Do you collect information from all young people by the end of Year 13 regarding what they are currently doing? (n=18)	18	7	0	13	10	12	2	2	0	1	6
Note: missing responses not included											

Monitoring and evaluating policy implementation

The survey asked respondents about how they monitor policy implementation, and to ensure consistency in the research process, their role in monitoring and evaluating the impact of the equality and diversity elements of national IAG standards. English respondents were asked if they had a role in monitoring how schools were meeting Standard Five of the DCSF Quality Standards for young people's IAG. Welsh and Scottish respondents were asked if they used any Quality Standard to inform and assess the delivery of CEIAG, and whether they assessed the extent to which schools were meeting such a standard. Most respondents have a role in assuring quality either directly if they are service providers, or indirectly if they commission services.

Fourteen out of the 16 survey respondents based in England agreed that they did have a role in monitoring whether schools in their areas met the Quality Standards, and of those 14, 10 responded that they had assessed whether schools in their area were meeting those Standards, of whom all were considered to be wholly or partially meeting Standard Five. This finding reflects those of recent research for the Local Government Association (McCrone et al., 2010) which found that of a return by 87 local authorities, 65 per cent were fairly certain that Standard Five was being met, while only 13 per cent were very certain, and 22 per cent were not very confident or not sure. This assessment is subjective as there is no systematic third-party assessment of the quality of careers education, information, advice and guidance in schools with it being only a very minor element of the Ofsted inspection process. There is therefore an element of caution regarding confidence in how robust assessments made against the quality standards in England are. The remaining two survey respondents were from Wales and Scotland. In Wales the six Careers Wales companies have responsibility for monitoring schools provision linked to Estyn and Careers and the World of Work (CWW) frameworks. Whereas Careers Scotland reported that they were currently developing their approach to quality standards to ensure all legislative requirements, and products and services in relation to direct and third-party delivery is monitored and reported.

Stakeholders expressed the view that despite the existence of local policies and stated commitments to monitoring and reviewing services their perceptions of practice was that different groups of young people had very different experiences of CEIAG. The concern was that written policy may not be put fully into practice. School ethos and attitude towards careers work was a key factor affecting whether young people received high-quality careers interventions. However, stakeholders were also able to identify a range of groups of young

people from across the equality strands who miss out on high-quality impartial CEIAG including:

> *Those with chaotic lifestyles are hardest to help.*
> *(National government policy manager, interviewee)*

> *This might be the case with kids with low esteem, kids who don't necessarily shout the loudest.*
> *(National voluntary and youth membership organisation, national officer, interviewee)*

> *Within the NEET group those who lose out are those leaving care, and those involved in YOT teams.*
> *(National IAG provider, researcher, interviewee)*

> *Those that miss out are part-time learners and vocational learners.*
> *(Government skills agency, national policy lead, interviewee)*

> *Given that black and minority ethnic students are often at schools in challenging areas, this means they are often not receiving adequate IAG by virtue of those areas.*
> *(National policy think tank, researcher ,interviewee)*

5.4 Impartiality, equality and diversity

The Education and Skills Act 2008 requires English schools to deliver impartial careers education; that is to say, free from institutional or personal bias and in the interest of the young person. In Wales, this is quality assured through a national approach through Careers Wales companies which ensures that advisers maintain an impartial approach to guidance provision and that equality and diversity issues are addressed at all levels. The survey found unanimous agreement that respondents had a role in ensuring the impartiality of delivery.

Institutional bias

Despite this overall commitment to impartiality, there remained a concern expressed by several stakeholders, that the delivery of CEIAG by staff in schools is not free from institutional bias because teachers want what they believe is best for their schools and colleagues and may deliver partial guidance with the best intentions.

> *Schools don't always have bad reasons for offering partial advice, believing their school to be the best route for the young person concerned, but we*

> *need to work against this culture to give people the full range of options, and also positively promote non-stereotypical choices.*
>
> > *(Government youth agency, national policy lead, interviewee)*

The need for a cultural change in schools to ensure that young people make their own decisions was a recurrent theme throughout the stakeholder interviews. This was seen as ultimately benefiting providers, including schools, as one stakeholder explained:

> *We have to get organisations to understand that you will get better outcomes for learners and for organisations if you have the right bums on the right seats. IAG has a role in that.*
>
> > *(Government skills agency, national policy lead, interviewee)*

One approach to overcoming institutional bias that was promoted by some stakeholders was to commission guidance services from external providers.

> *The Connexions partnerships have a role to play. It is hard for teachers to be impartial. They know the students and they feel they have a job to guide them. They also want their schools to do well. It is hard. The Connexions service has a role as honest broker to provide that impartial guidance.*
>
> > *(National government agency, national policy lead, interviewee)*

> *One aspect of IAG is to not move to a position where schools are responsible for IAG provision. No matter how hard schools try they will always have a conflict of interest. '*
>
> > *(National IAG membership organisation, interviewee)*

Stakeholders also raised concerns about the quality and nature of CEIAG that young people were being given. For example, employer concerns are summarised by the CBI (2008) who indicate that they: 'believe all young people must receive good unbiased careers advice at 11, 14, 16 and 18' and recommend that guidance at those ages, 'should be guaranteed': 'with one-to-one careers advice from qualified practitioners to ensure young people receive advice at critical points'. Their concerns relate to young people's employability skills, the shortage of UK talent in science, engineering and maths and that:

> *Advice on vocational routes is often poor quality and not communicated well to young people and there is a worrying bias, with some schools promoting academic options above other post-16 routes of progression.*
>
> > *(Local government organisation, national policy lead, interviewee)*

There is a concern that, in addition to the situation where not all young people have access to CEIAG, young people are being given incomplete information about career choices, or information is filtered according to professionals' views about what is appropriate for them. This problem is most often discussed in the context of academic versus vocational routes and whether or not all young people are told of these different pathways.

A further concern expressed by stakeholders is the apparent lack of parity of esteem between different routes. Despite attempts at resolving this issue at a national level, there is still concern that vocational routes are less valued. Two stakeholders expressed the following views:

> *I think that the issue about vocational options is that they aren't regarded in the same way. We need to change the way we think about vocational options... There are students who would be well placed to take these [vocational options], but perhaps don't because they are seen as second best. This is very endemic. There is such an emphasis on higher education.*
> *(National policy think tank, researcher ,interviewee)*

A further concern was that vocational options have been associated with efforts to 'solve the NEET problem' and the effect of this is to segregate opportunities.

> *People are being streamed into academic or vocational opportunities based on social-economic position. Impartiality is not really available because opportunity has been distorted by assumptions about what groups of people will want to/be able to do.*
> *(Vocational education provider, interviewee)*

One respondent expressed a concern about a national culture which prizes and rewards different trades and jobs.

> *There has to be a valuing of routes which have been pursued by different genders. This is part of the problem. Childcare workers are not valued in the same way as plumbers. IAG has a part to play but only with the voluntary will of the young people taking part.*
> *(National IAG membership association,interviewee)*

In addition, employers in particular were worried that information provided to young people was not up to date. As one employer stated, many occupations

have 'changed significantly in recent years' and require a wholly different set of competences and wider attributes from those that are commonly understood. As a consequence, alongside promoting a wider understanding of labour market trends, the key issue of ensuring engaging and up-to-date information about occupations in a format that was appropriate and accessible to young people was identified.

Principles of impartial practice: objective, aspirational and comprehensive
While the nature of impartiality is subject to interpretation, all those who responded to the survey research were clear that their organisation has a role in ensuring the CEIAG which young people receive is impartial. Respondents to the survey were then asked to what extent they agreed or disagreed with several statements pertaining to impartiality. In describing stakeholders' responses to these statements we quote directly from their anonymised survey responses.

The first of these statements was, 'The adviser must not impose their beliefs on the young person.' 16 out of 18 respondents agreed with this statement:

> *As a Connexions Service impartiality is paramount to all we do.*
> *(Local Manager, Connexions, survey respondent)*

> *Empowering young people to make their own decisions is at the core of a Personal Adviser's training.*
> *(Connexions Manager, Local Authority, survey respondent)*

> *Advisers go through intensive training to ensure that young people make informed decisions on all courses available to them, and must not impose their own self-beliefs or values.*
> *(Local Services Manager-Connexions, Local Authority, survey respondent)*

Professional advisers were also of the belief that 'the adviser can encourage young people to consider non-stereotypical career routes' with 13 strongly agreeing with the statement and five agreeing:

> *A good adviser will broaden options with all young people - to include non-stereotypical opportunities.*
> *(Connexions Manager, Local Authority, survey respondent)*

An adviser needs to offer all courses regardless of gender, and promotes all career routes regardless.
(Local Services Manager, Connexions, Local Authority, survey respondent)

Encourage is different to recommend.
(IAG Development adviser, Connexions, survey respondent)

Again, many responses emphasised that challenging clients' assumptions about themselves and encouraging social and occupational mobility in this way was an intrinsic part of the role of the guidance practitioner:

Raising awareness of a wide range of careers and pathways is part of the role of CEIAG staff.
(Head of 14 – 19, Local Authority, survey respondent)

Respondents were asked to say to what extent they agreed that young people should be offered information on the full range of vocational and academic career routes. Again, respondents were agreed that they should, with 17 out of 18 agreeing with the statement.

All young people need to know the full range of different routes.
(IAG Development Adviser, Connexions, survey respondent)

Routine part of an Adviser's role and IAG session.
(Head of Targeted Youth Support, local authority, survey respondent)

This is implicit in our raison d'être.
(Equality and Diversity Manager, Connexions, survey respondent)

When asked to agree or disagree that, 'The adviser is led by what the young person wants, regardless of any other consideration', a more varied response was seen. Three respondents agreed and 11 disagreed with the statement. One respondent who agreed did so but with a qualifier hinting at the reasons for hesitation among responses:

In most circumstances the adviser is led by what the young person wants, but there are limits to this, for example where a young person chooses to engage in criminal activity, where the young person needs to be aware of a lack of opportunities, or where entry is highly competitive.
(IAG Manager, Local Authority, survey respondent)

Indeed, respondents who disagreed tended to do so for similar reasons:

> *Advisers need to ensure that guidance is both realistic as well as aspirational.*
>
> *(Equality Manager, Connexions, survey respondent)*

> *Context and reality must play a part. It is the role of an adviser to challenge as appropriate.*
>
> *(IAG Strategy Manager, local authority, survey respondent)*

It was clear that for most, impartial advice was not synonymous with neutral advice, if by neutral we mean responding to all requests at face value and with no challenge regardless of the nature of the query or who it came from. Respondents were asked to agree or disagree with the statement that, 'the adviser can intervene if the young person has low aspirations, in encouraging them to aim higher.' All agreed with this statement, again seeing this as one of the primary roles of a guidance practitioner and a classic example of where a more proactive intervention might be required:

> *Connexions' role is to raise aspirations.*
>
> *(Local Manager, Connexions, survey respondent)*

> *Personal Advisers should raise aspirations regardless of abilities or social economic group.*
> *(Local Services Manager–Connexions, Local Authority, survey respondent)*

Again, the need for the raising of aspirations to be sufficiently 'grounded' was raised by another respondent:

> *We must always try to realistically raise their aspirations.*
>
> *(IAG Development Adviser, Connexions, survey respondent]*

The final statement on impartiality invited a response to the statement, 'The adviser's role is to raise the aspirations of all young people.' Some reservations about this statement were raised:

> *Agree on the whole but in the short term there may need to be some moderation of what is realistic in relation to abilities and opportunities.*
>
> *(IAG Strategy Manager, Local Authority, survey respondent)*

> *All young people should receive the advice and guidance they need to enable them to fulfil their potential.*
>> *(Connexions Manager, local authority, survey respondent)*

> *For some young people who have unrealistically high aspirations the adviser should help them understand why this is the case and help them make realistic plans.*
>> *(IAG Manager, Connexions, survey respondent)*

Stakeholders and practitioners therefore agree that guidance practice should provide young people with a full range of information, raise aspirations and encourage young people to consider non-stereotypical career routes. It should not simply respond to what the young people say they want and should not impose the beliefs of the adviser on the young person. This summarises the approach to impartiality that is taken by professional career organisations who offered comment on their equality and diversity practice. A cautionary note was expressed by a few who emphasised the importance of supporting young people within the context of local labour markets which might offer limited opportunities.

Principles of impartial practice: to challenge and promote equality
The open discussions held with stakeholders raised a number of dimensions of impartial practice that went beyond the closed methodology employed by the survey. It emerged that there were subtleties in the interpretation of impartiality in practice and the promotion of equality of opportunity and challenging stereotypes. Some stakeholders reflected on the need to deliver an equal service to all in order that impartiality and equality of opportunity be delivered.

> *It should be an equal service to everyone, but there may be times when this is not the best thing because it may need a more targeted approach.*
>> *(Provider of IAG services including Connexions, interviewee)*

Others expressed the view that certain groups needed to be targeted for additional support in order to address inequalities and stereotypical choices to ensure that all young people were taking decisions from a common base of knowledge and understanding.

> *Challenging stereotypes is about targeting bits of information for certain young people for example giving targeted information about HE for those from disadvantaged backgrounds.*
>> *(National IAG membership organisation, interviewee)*

While there is a lot of work on gender I am amazed at so little focus on ethnicity and young people in custody and in care. IAG could have a really positive role to play with these groups.
(Local government organisation, national policy lead, interviewee)

A good example of actively informing young people to overcome stereotypical thinking is the Widening Choices project, whose focus has been to engage with employers to offer some 400 learners better awareness of a wider range of vocational options. It aims to increase the numbers of under-represented learners in vocational areas by helping young people to think outside the box in terms of their career aspirations and to raise awareness of the opportunities open to them. The project has recruited 15 Ambassadors that represent a range of occupations accessed through apprenticeships, including administration, engineering, hairdressing, construction trades, motor vehicle, health and social care, and retail. Ambassadors have to undertake training on equality and diversity and are then encouraged to host visits by Widening Choices learners, to participate in the projects' steering group, and undertake school visits. It was reported by a tutor that young people who participated had benefited, stating that 'it had opened up their minds to new possibilities and gave them a range of insights'. Employers meanwhile report that they are interested in recruiting from non-traditional backgrounds for reasons which included business benefits. For example, garages are reported to be keen to take on female motor engineers because their customers would appreciate it.

Yet other stakeholders saw impartiality as a means to achieve transformative effects that were felt by the individual (through raising aspirations), and by society (through a subtle form of labour market intervention).

A lot of work has been done to promote STEM careers so it can be used to target particular areas where we need to attract young people.
(National IAG provider organisation, interviewee)

The role of the career guidance profession is to work actively to change social attitudes. Career guidance practitioners should be challenging prejudice and discrimination at all levels.
(Provider of IAG services including Connexions)

Many of the case study projects were set up to challenge stereotypes. For example, the Widening Choices programme has specifically been set up to encourage young women to think about taking non-stereotypical vocational choices by facilitating employer visits. Dance Track does this in a different

way through the introduction to young children of a male ballet dancer and the offer of free dance classes to those young girls and boys who are selected as having talent.

Case study representatives reported that young people are themselves acutely aware of the stereotypes that society has of them. The group of young parents in Glasgow talked about how they picked up on disapproval from people when they see them with their children on the bus and elsewhere. 'They think we are all sat at home, on drugs watching Jeremy Kyle all day and bad parents.' The Young Parents Project encourages and supports their clients to actively contradict this stereotypical image by participating in education and training and by linking the young parents with other support services as they need them.

Impartiality can therefore be interpreted as the need to ensure that all young people get careers advice and guidance, that they get advice that does not promote one learning route or set of vocational choices above any other, and that the career advice and guidance actively challenges stereotypes.

Several approaches to ensuring impartiality across IAG services were suggested by survey respondents:

- Equip children with career planning competencies from an early age:

    Ensuring equality must start early on. From age four it should be a feature as stereotypes are fixed in children's minds at the age of six.
    (National government agency, national policy lead, interviewee)

    Young people's expectations start very young and to think that you can undo a lifetime's social condition in a half hour interview is wrong. This needs to start young so that they understand how they can take a place in the economy.
    (National IAG membership association, interviewee)

- Use trained and qualified advisers:

    In reality we all have our prejudices and you need to do in-depth training to ensure that these don't influence the delivery of guidance. The assumptions that people can't do certain things are based on stereotypes. There is a lot of work to do with people who are doing the guidance.
    (National government agency, national policy lead, interviewee)

You have to value the role of professional qualifications; qualifications in IAG and for careers leaders should include impartiality.

    (National schools government agency, policy lead, interviewee)

- Observe practice and promote Continuing Professional Development (CPD) opportunities for advisers:

There is a role in school for senior leaders to monitor how teachers are meeting their responsibilities.

    (National schools government agency, policy lead, interviewee)(

The observation by peers and line managers of guidance practice can reinforce and support positive challenge [of clients' views] at an individual practitioner level.

    (National Connexions organisation, interviewee)

- Reinforce good practice through quality assurance:

We are working for accreditation called 'Investors in Equality and Diversity' which will ensure that all advisers and staff will be aware of the issues and that the service they provide continues from this point of view. It will make sure that individuals who have circumstances unique to themselves are addressed.

    (Provider of IAG services including Connexions, interviewee)

- Place impartiality as a core element of the organisation's mission:

We've made sure it is explicit and at the heart of our operating plans. We have set up an external advisory group to make sure the organisation is fully inclusive and accessible to all customers. The advisory group is made up of a range of organisations covering all the equality strands (such as Stonewall) which we hope would be able to assist and advise us. We have set up a network of equality champions across the organisation.

    (National IAG provider organisation, interviewee)

5.5 Actions to address equality and diversity issues

Actions by survey respondents

All of the survey respondent organisations were able to identify actions that they had taken to promote equality and diversity within CEIAG delivery in their local areas. For example, all were able to report actions to ensure that young people

are aware of the full range of academic routeways and of the full range of vocational pathways. Fourteen of the 18 said that they could report examples of challenging ethnic stereotyping and promoting equal access to the professions. Again the evidence is self-reported and not subject to third-party assessment.

Selected examples provided by respondents are listed below:

- Improved use of appropriate imagery and resources such as photographs of female builders in resources offering labour market information (LMI).
- Continuous professional development and staff training including how to effectively challenge stereotyping in young people's occupational and educational choice.
- Specific projects within schools such as Year 9 tasters, 'what's my line type events', STEM activities for girls and activities designed to raise aspirations.
- Equality as a topic within careers education, PSHE and citizenship.
- Emphasis on the importance of equality and diversity through the use of quality awards for CEIAG.
- Addressing equality and diversity issues through partnership agreements with partner organisations.
- Identifying partners who can provide bespoke approaches to issues of equality and diversity such as approaches to working with Muslim girls or young people with specific national or cultural needs such as young people from Somalia.

Respondents were able to identify many examples of working with disadvantaged and disengaged young people from various communities due to the emphasis on the NEET agenda. Similarly several STEM initiatives which promote STEM subject study for all young people were also reported, as were aspects of practice for working with young people with learning difficulties and disabilities. There was however, little mention of work with religion and faith groups, or LGBT young people, and minimal mention of staff training and development either within their own organisations or with partners in multi-agency team environment.

Aspects of effective practice
The survey and case studies highlighted a range of features that support and promote good practice in the development and delivery of high-quality, impartial IAG that supports the equality and diversity agenda.

Delivering actions through partnership

Working in partnership is critical to the delivery of effective CEIAG services that promote equality, challenge stereotyping and celebrate diversity. Fourteen out of the 18 respondents said that they took action in partnership with other organisations, with only two replying that this did not happen, and two non-respondents. Respondent organisations were most likely to work with charities, schools, further education colleges, and work-based learning providers. Twelve survey respondents reported having worked with employers, Aimhigher, education business partnerships, community groups and other third-sector organisations. Half had worked with universities and six had taken action with other careers services.

Fully integrated partnership working to support young people through transitions and decision-making processes were observed at some of the case studies. In Glasgow for example, the Young Parents Project has developed very effective links at operational levels between health and social care, training providers, Skills Development Scotland (SDS) and Jobcentre Plus. The project's key worker will receive referrals mainly from SDS, but also from other agencies. They will negotiate access to opportunities, will provide support in sorting out childcare and benefits, and will maintain contact between the partners throughout. The model is one of effective co-working and co-referral with partner agencies. Young people are not referred (baton-like) from one agency to another, rather, those agencies coordinate their support around the young person. Key workers are a valued part of that support network, being invited to participate in case review meetings for example when there is an issue of social care. These operational partnerships work well because there is a high degree of knowledge about the project and trust between colleagues (for example, some of the key workers have worked in partner organisations prior to their current role and some key partners have been key workers); according to one partner the advisers as 'individuals are exceptionally able and knowledgeable'.

A similar example is of the person-centred transition review which is part of the effective practice nominated by Connect South West in its work with young people with LDD. Since 2008, their Individual Support Advisers have been involved in supporting person-centred reviews. These differ from standard practice because they are centred on the young person; indeed in the early stages of the process young people were asked where they would like the review to take place and who should be there. The Adviser is able to offer their perspective on some of the positive and affirmative questions that structure the review such as what is important for them now and in the future.

Strategic commitment to equality and diversity
Organisations can structure their work to focus on equality and diversity issues. This is the case with Connect South West which states in their company brochure that 'equality and diversity is at the heart of our aim to provide excellent universal services to all those with whom we work and is in alignment with our company vision, mission and guiding principles'. They stated that their logo with its rainbow colour scheme was deliberately selected to emphasise inclusivity. They have Development Managers whose role is to ensure that services are developed that meet the needs of particular groups of young people – such as lesbian, gay, bisexual and transgender (LGBT) young people and provision for young people with learning difficulties and disabilities (LDD) that were highlighted within the case study work.

Linking projects with mainstream practice
In Derby City, the network which monitors the delivery of the Interagency Strategy for Roma communities includes Connexions. This ensures that extracurricular activities taking place to engage GRT young people align with school approaches and incorporate similar and appropriate levels of CEIAG for the age and stage of learner. The Connexions PA involved in this project has taken groups of GRT young people to visit local colleges and to the Connexions centre to familiarise them with provision and location. This was in line with similar activities for learners in schools at the same age or stage of education.

Involving young people in decision-making
Connect South West host the 2BU project which began in 2003 as a youth group for young gay men in Wells, Somerset, supported by a Connexions Personal Adviser. Its aim is to help those who attend 'to become comfortable with their sexual orientation and gain confidence from others like them as well as being able to seek advice and guidance around issues relevant to their situation'. Since it began the group has extended to include lesbian, bisexual and transgender young people. In 2007 there were several groups around Somerset. However, the young people involved decided that one group would be preferable and with support from Somerset's Youth Opportunity Fund the groups came together. Part of the funding covers transport costs so that young people from various parts of the county can meet. Similarly, the form and direction of the project Joe's Journey was led by the young people who participated in the project and whose stories were integral to the delivery of the video resource that was produced to raise awareness among pupils and teachers of issues facing young people who are different within their communities.

Professional development of colleagues

Almost all case studies noted that an important part of their work is to challenge stereotypical thinking and practices among colleagues and to support the professional development of their own staff and those in partner organisations. For example, the LGBT Excellence Centre offers training to school staff to help them tackle homophobic bullying and to governors who need to understand about young people's issues and their own responsibilities as educators and employers. A second example is the Traveller Information Service, part of Derby City Council and a member of the Interagency Strategy for Roma Communities which has delivered high-quality in-depth training to over 40 partners, including schools across the city to ensure that professionals understand the background, culture and issues associated with this community.

Effective referral processes

The case of Stop Gap illustrates how referral processes are important to effective practice. This programme caters for 48 young people aged 16 to 24 at any one time with emotional and behavioural disorders (EBD) or autistic spectrum disorders (ASDs). The programme itself offers five days' worth of provision, including 16 hours taught provision with one day for art therapy and drama therapy and one day for flexible negotiated work experience. Young people are referred on to the programme from a variety of sources including Connexions, colleges, the local authority Adult Care services, the Youth Offending Team, Children and Adolescent Mental Health Services and the local Autistic Society. Progression is supported through partnerships with local colleges including North Hertfordshire College and Hertfordshire Regional College. Both provide support within the programme and in turn are able to integrate students more effectively into their mainstream programmes once they have had the space to develop confidence through the Stop Gap programme.

Advocacy

In Glasgow the Young Parents Project sees advocacy as an important part of their role, which includes a range of tasks such as assisting with queries about benefits advice from Jobcentre Plus. Any issues with wider implications for young parents can be taken up by a senior manager in Jobcentre Plus who will ensure that Personal Advisers across the city are fully aware of the entitlements to young parents. In a subtle but significant way the project is ensuring that Jobcentre Plus advisers see their clients as young parents first, instead of seeing them as young people first and young parents second; this has a significant impact on the benefits they can draw down and the opportunities that they can access.

Personalisation

The case studies show personalisation working particularly well where it is supported by statutory duties to provide services that support young people with particular needs. In the case of young people with Statements of Educational Need (SEN), who have learning difficulties and disabilities, both Stop Gap and Wider Choices provide the particular additional CEIAG element by including careers advisers in the teams that undertake case reviews. The assessments under section 139 of the Education and Skills Act (2008) are an important part of the process.

Parental involvement

Involvement by parents was seen as critical for the success of the Birmingham Royal Ballet initiative Dance Track. Children from backgrounds where physicality and dance are not encouraged can struggle with some of the exercises. Similarly, there may be resistance within such cultures there is more resistance to the idea of dancing for either boys or girls. Where parents are motivated, children are more supported and much more likely to be able to participate in both the lessons and in pursuing progression opportunities.

Using role models

The 2BU project used role models to motivate young people and to demonstrate that success is possible for all. The feedback from the group suggests that this has been an effective strategy in dealing with the feelings of hopelessness often experienced by young people who are uncertain about their sexual orientation. The use of ambassadors in the Widening Choices programme is intended to provide role models which challenge young people's stereotypical decision-making. Feedback during case study investigations suggested that ambassadors are 'key agents in widening choice'.

5.6   Summary

Evidence for the review sought from local Connexions services and local authorities included a small survey of practice. The survey requested evidence alongside information and individuals needed to have a good oversight of the issues, time to respond, and something to report. It is likely that the organisations who became involved in the research felt as though they had something to say regarding CEIAG and equality and diversity.

Fourteen of the respondents to the survey said that they had policies which promoted how CEIAG services can be used to recognise diversity, promote equality, challenge stereotypes and challenge inequalities, although four of the 18 did not. The focus of their policies is on gender, ethnic group and disability

rather than the other equality strands, including transgender status, sexual orientation or socio-economic status. Such policies may not be linked to education or CEIAG but to a range of other agendas such as health, educational attainment, arts, skills and employability, and poverty.

Robust data is collected by careers services about their clients that can be analysed by gender, ethnicity and disability. Several collect information about first language spoken, but with the exception of one or two services, data is not collected on faith, sexual orientation or transgender status. Data is used to commission services, and target services on particular groups of young people, and to inform provision of training opportunities. Data collected across a broader range of equality strands could help inform further targeted services.

Fourteen of the survey respondents from Connexions services and local authorities in England, and Careers Wales reported that they did have a role in monitoring the quality and delivery of CEIAG services, in Scotland the lack of a quality framework against which to measure quality was something that was being developed. While 10 respondents said they had undertaken a review of provision, only five were able to provide evidence. Robust policies for the monitoring and evaluation of CEIAG interventions should be part of schools and guidance organisations approaches to CEIAG provision.

Stakeholders were concerned about whether advice provided to young people within schools was really independent. They also reported variable quality of CEIAG between schools, but believed that this is in the process of being addressed by quality standards and guidance to schools. Some groups of young people were thought to receive inadequate or inappropriate CEIAG including high achievers, disabled young people and young offenders. Some stakeholders believe that too much emphasis is placed on progression to HE fuelled in part by schools' concerns to maximise sixth form enrolments. Here, impartial IAG was seen as crucial to ensure that all young people get information about vocational routes and that these are not dismissed as being 'second best' options only appropriate for low achievers, or as a solution to the 'NEET problem'.

There is overwhelming recognition that survey respondents have a key role to play in ensuring that IAG for young people is impartial. Stakeholders and practitioners agreed that this meant providing a full range of information, raising aspirations, and encouraging young people to consider non-stereotypical career routes. It should not be a neutral process that simply responds to what the young people say they want and should not impose the beliefs of the adviser on the young person.

Some stakeholders thought that in the interests of fairness and equality all young people should experience the same process; others thought they should be targeted to those that needed them most in order to address the specific needs of some groups. The implications of this model are that some individuals receive 'more' CEIAG provision than others but this helps to 'level the playing field'.

Most respondents to the survey and stakeholders supported an active approach to promoting equality, celebrating diversity and challenging stereotypes. This included use of materials to challenge stereotypes, staff training and development, partnership projects and programmes of work in schools. The view that CEIAG should begin in primary school was also strongly expressed, in the context of raising aspirations and challenging stereotypes.

The policy drivers for case study activities were varied and rarely situated within equality and diversity or careers policies. Nevertheless they shared the aim of challenging stereotypes, raising aspiration and attainment, and promoting social inclusion in an education and employment context. Correspondingly, few of the projects were specifically focused on IAG, but included careers work and careers workers within the overall package of support or activity. In this respect the case studies demonstrate how CEIAG may be most effective when embedded in work with a particular client, or client group.

All of the case studies can provide soft evidence of impact. In particular, their capacity to transform the thinking and approaches, not only of the young people with whom they work, but also of employers and their professional colleagues was a strong feature of practice. IAG practitioners noted that their role was to engage with other professionals to challenge their thinking, to raise awareness through actions and training activity of their colleagues and co-workers in their own and partner organisations, and among employers.

Case studies highlighted a range of features that support and promote good practice in the development and delivery of high-quality, impartial IAG that supports the equality and diversity agenda. These included:

- Delivering actions through partnership.
- Local strategic commitment to equality and diversity.
- Linking CEIAG projects with mainstream practice.
- Involving young people in decision-making.
- Professional development of colleagues.
- Effective referral processes between and within projects.

- Advocacy on behalf of young people.
- Personalisation of services to meet individual needs.
- Parental involvement.
- Use of role models.

Practitioners frequently expressed concern that uncertainty surrounding project funding made it difficult for them to plan and develop their services, highlighting the need for greater stability to ensure long-term effectiveness of interventions with young people.

6 Conclusions

6.1 Introduction

In 2009 the Equality and Human Rights Commission published Staying On, which highlighted the need to improve outcomes for all young people in the light of the raising of the learning participation age to 18 by 2015. To build on this, the Commission commissioned further work to examine current provision of careers education, information, advice and guidance in relation to equality in greater depth, to identify shortcomings and implications for policy and practice.

The research comprised an in-depth review of careers education, information, advice and guidance (CEIAG) for young people aged seven to 16, to identify the impact of policy and practice on young people's destinations post 16 and career choices. It was aimed at identifying how IAG affects inequality or challenges stereotyping and affects aspirations of young people across all equality strands. The research included and collected evidence both on CEIAG and on young people's attainment and aspirations. This is because these are inextricably linked, in that CEIAG has a key role to play in raising aspirations and opening up opportunities and, conversely, attainment can limit young people's career choices and prospects.

In this chapter we deliver the key findings for CEIAG and equality from existing literature, from data and from our primary research with stakeholders. These are presented as a series of key messages. From these we identify the main barriers to addressing inequality through CEIAG. We then make a number of recommendations for how current practice can be changed so that opportunities for all young people can be improved, unconstrained by gender, ethnicity and other characteristics.

6.2 The evidence base

Literature on CEIAG is wide-ranging, spanning academic writings on the concept of 'career', through to reports on education and inclusion initiatives in schools and materials aimed at improving professional practice. In recent years, research and policy literature has included evidence on the experiences, preferences and views of young people and the factors that influence their career decisions. This has accompanied a growing interest in the needs of young people not in education or employment, known as NEETs. Despite this interest from policy-makers and researchers, most literature on CEIAG has not included issues of equality beyond brief references to gender or ethnicity and there are gaps in knowledge about the experiences and views of some groups of young people, for example religion or belief groups, young people leaving

care, ex-offenders, disabled young people, Gypsies, Roma and Travellers, and teenage mothers.

There are a number of studies which have focused more directly on aspirations and choices, including within contexts such as work experience or subject choice (for example, McQuaid et al., 2004; Bhavnani, 2006; Francis et al., 2005; Fuller et al., 2005; Beck et al., 2006; Millward et al., 2006; Atherton et al., 2009; Hutchinson et al., 2009; Jackson and Hudson, 2009). Some research has aimed to establish differences between young people, for example by ethnicity. Some research has also included follow-up by including second-wave interviews or surveys. There are a number of insightful qualitative studies, including studies with a quantitative, survey, element (for example, McQuaid et al., 2004; Beck et al, 2006; Bhavnani, 2006; Blenkinsop et al., 2006; Millward et al., 2006; Atherton et al., 2009; McLarty and Moran, 2009; Hawthorn and McGowan, 2009). Much qualitative research with young people has been in focus groups or classroom exercises rather than through one-to-one depth interviewing. There is a need for more good-quality qualitative research which explores the thinking and influences behind young people's aspirations.

Gaps in evidence
The scarcity of research on particular equality groups is reflected in the availability of statistical information on young people's equality and diversity characteristics and their learning and careers-related experiences. As part of this review a number of datasets were used, and it was found that information about offender status, religion or belief, sexual orientation and whether or not a young person has been in care are rarely recorded. To add further to the difficulty of using these statistics, different definitions may be used (particularly for young people with learning difficulties or disabilities), and different proxies are often employed to denote socio-economic status. Furthermore, while local Connexions services do have very detailed information about their clients captured in their CCIS only selected fields are uploaded to the national system so while a detailed picture of engagement with Connexions services by equality and diversity strands can be derived locally, this cannot be replicated nationally.

Another big gap in evidence is in the experiences of providers responsible for planning and delivering CEIAG to young people, their accounts and perspectives on the place of equality goals in this work. These include Connexions Personal Advisers and managers, school careers coordinators and work experience staff and those teachers who deliver careers education. There is also very limited research with other stakeholders in young people's choices and routes, including training providers, further and higher education providers,

services such as Jobcentre Plus and employers. There is only limited research on the perceptions of these stakeholders on what can be done to raise aspirations, challenge stereotyping and achieve greater equality in the labour market. In view of the influence that parents have been found to have on young people's choices, there has been only limited research on parents' views, knowledge and perception of their role in advising their children.

6.3   Young people's aspirations

Young people have high aspirations
Most young people have high aspirations for the future and recognise the importance of qualifications in allowing them to reach their goals. Aspirations begin to be formed at primary school, including whether children expect to go to university (Atherton et al., 2009). The level and type of young people's aspirations vary by characteristics such as social class and ethnicity. For example, young people from ethnic minorities are more interested in health professions and business than their White contemporaries, and White boys are more interested in manual trades than other young people (Bhavnani, 2006; Cassidy et al., 2006; Beck et al., 2006).

High aspirations are dampened by fear of discrimination and disadvantage
The high aspirations of teenagers is an encouraging message from research with young people. However, research findings also suggest that these high aspirations are sometimes dampened by concerns about discrimination and disadvantage and fear of failure (Bhavnani, 2006; Jackson and Hudson, 2009). These concerns are expressed by young people across the equality strands, including ethnic minorities, lesbian and gay young people, young women, disabled young people and by young people in lower socio-economic groups. There are aspiration gaps that are more evident with some groups of young people. For example, fewer females and Black African young people in Year 11 who say they want to stay on in full-time education actually do so. This suggests a need for greater awareness by schools and careers advisers that some young people may have aspirations but expect to experience difficulties because of their race and gender, sexual orientation or other characteristic. Some concerns of young people, which affect their aspirations, may be based on fears and misconceptions which could be addressed through CEIAG. For example, young people may find some reassurance in the legal framework which can address discrimination, including the provisions of the Equalities Act (2010). CEIAG which makes links with employers with diverse workforces and good equalities practice, for example Stonewall Champions, may also help convince young people that their difference will not be a barrier to their success.

Young people may have different aspirations rather than no aspirations
Policy interest in recent years has legitimately focused on those young people
with low, or no, aspirations for their future. The diversity of young people within
this group is not often sufficiently acknowledged. NEET young people include,
among others, disabled young people, teenage mothers, young offenders and
care leavers. They face a variety of barriers, including attitudinal, physical and
structural, in the availability of opportunities. Many young people who are NEET
or who underachieve may not be without aspirations, but may have conflicting
priorities which result in low achievement and disengagement. For example,
Gypsy, Roma and Traveller (GRT) young people and teenage mothers are
two groups of young people who may seek opportunities compatible with their
circumstances and, for GRT young people, their culture. Ways should be found
to work with these young people to ensure they have access to information,
advice and guidance that reflects the widest range of opportunities and explores
ways to prevent them being forced to choose between conflicting priorities.

Research findings strongly suggest a need for CEIAG to give greater recognition
to the different aspirations that young people have developed through their
home background, personal identities and cultural influences of social class,
ethnicity and locality. CEIAG should understand how aspirations are formed
by traditional ideas and expectations about appropriate education and career
routes and sometimes by specific concerns such as anticipated discrimination
and the cost of routes such as HE. A strategy of raising aspirations is only likely
to succeed if these barriers are understood, so that they can be raised with
young people and addressed. This may require delivering CEIAG with quite
specific messages aimed at overcoming barriers which restrict aspirations and
reduce expectations.

6.4   Attainment and destinations

Attainment varies by economic and social characteristics
For all young people levels of attainment are improving. However, they vary
by equality strand at Level 2 and Level 3. Data on young people's attainment
and choices show marked differences by gender, for example 43 per cent of
18-year-old boys have a Level 3 qualification compared with 53 per cent of girls.
Attainment also varies by ethnic group, disability and socio-economic status with
longitudinal studies showing a persistent link between examination results and
deprivation. Consequently, girls, young people from higher socio-economic
groups, those from Indian and other Asian ethnic groups, and young people
without disabilities are more likely to achieve higher level qualifications. These

are the same groups who are more likely to want to stay in full-time education and feel it likely that they go on to higher education and will do a degree.

At age 17 most young people (63 per cent) are still in full-time education, reflecting higher educational aspirations than a generation ago. A minority (7 per cent) are in government-supported training, a further 9 per cent are in a job with training, 8 per cent are NEET and 12 per cent are in a job without training. Within this overall picture, differences can be seen across the equality strands, though less so in gender than in characteristics such as social class and ethnicity. For example, young people from economically deprived backgrounds (as indicated by their access to free school meals) are much less likely to be in full-time education and much more likely to be NEET.

Across the ethnic groups, those groups who have lower than average participation are White young people, while those with higher participation are Black African and Indian young people, 90 per cent of whom are in full-time education aged 17. While there is a link between attainment at Level 2 and participation in education at Level 3 some groups who do not achieve high levels of attainment nevertheless are more likely to participate in post-16 learning, such as Black Caribbean young people. Among those young people not in further education at age 17, White young people are more likely to be in jobs, with or without training, and Pakistani, Bangladeshi and Black Caribbean young people are more likely to be NEET. Disabled young people are slightly less likely to be in full-time education at age 17, and are also less likely to be in employment or training, and correspondingly more likely to be NEET. As stated above, cutting across these characteristics, there is a clear pattern between the level of parental occupation and participation in full-time education at age 17 (with children of parents with higher professional occupations being more likely to participate in education and correspondingly less likely to be NEET). These statistics show the need for a continuing policy emphasis on social mobility as highlighted by the Milburn Report on Fair Access to the Professions (2009) as well as attention to underachievement by some minority ethnic groups.

As stated earlier, educational underachievement has been an area of considerable policy attention. Of particular concern are those young people with very low attainment including those who are NEET and those in jobs without training. This disengagement from learning can result from a range of factors, but the concentration of particular groups shows it is not random, and reflects social circumstances, cultural factors and other influences. Research on the attainment of groups such as GRT young people, disabled people and teenage mothers points to a range of factors affecting participation, including negative

experiences of school and conflicting priorities (Evans and Slowley, 2010). Lack of options may be a factor in disengagement: some NEET young people and GRT young people have expressed an interest in a greater vocational content (McLarty and Moran, 2009). Delivery of CEIAG must recognise that attainment is closely linked to aspirations. By understanding those aspirations, CEIAG can help to remove attitudinal and structural barriers for young people.

6.5 Subject choices and occupational preferences

Aspirations and career interests start early
The research included a strong focus on subject choices because of the effect that these have on future career options and, in turn, pay and progression. Much research has focused on gendered choices. These begin very early, with primary school pupils expressing an interest in occupations by gender (Atherton et al., 2009).

The choices that young people make regarding their subject options and vocational learning pathways reflect stereotypical influences. Because choices at GCSE are limited, this becomes most evident with A-level choices and also with vocational learning pathways including apprenticeships and work-based training. At 16, girls begin to drop out of science and maths subjects, a pattern which continues into higher education where they form a small minority in some science, technology, engineering and maths (STEM) courses. This gradual disappearance of women from STEM subjects excludes women from entry to many highly skilled and well-paid jobs. Moreover, it represents a huge waste of talent for employers and the economy. The increased representation of women in medicine and in professions such as accountancy shows the scope which exists for greater participation of women in STEM careers.

Choices are highly gendered
Young people who choose a vocational route rather than sixth form and university tend to make choices which reflect their gender. Apprenticeships are highly segregated by gender: only one area, hospitality and catering, comes close to a 50/50 male/female split. Popular areas such as construction, engineering, plumbing, health and social care and hairdressing are more than 90 per cent male or female. Girls' vocational training courses have negative implications for pay and prospects, since popular choices include childcare and hairdressing which are notoriously poorly paid. Research has found boys to be more resistant than girls to pursuing non-traditional options and the reasons for this include fear of teasing and ridicule. There are also clear structural barriers to encouraging boys to enter 'female' occupations, including low pay and limited

opportunities for promotion. This represents a challenge of CEIAG in encouraging boys to think beyond 'male' occupations such as construction and engineering. However, not everyone is motivated by pay, and CEIAG can raise awareness of the intrinsic satisfaction of jobs such as childcare and social care. Similarly, girls have been found to be concerned about being in a minority in 'male' occupations. However, for girls entering male occupations there are strong incentives in better pay and prospects, which might be used within CEIAG to inform decision-making and widen horizons.

Choices reflect cultural stereotypes

Young people who are neither in full-time education nor unemployed are in employment and/or training. This is a more popular option for boys (32 per cent of 17 year olds compared with 25 per cent of girls) and (according to the YCS/LSYPE) for White young people than other groups (31 per cent of White young people, compared with 24 per cent of the 'mixed' ethnic group and 6 per cent of Indian or Black African young people. Young people taking vocational learning routes, including Apprenticeships are also making stereotypical choices. Young people with learning difficulties or disabilities are highly represented in a limited range of vocational learning options such as horticulture, agriculture and animal care, and childcare and development but are under-represented in Apprenticeships (the Commission, 2009). Vocational subject choices also reflect difference between ethnic groups. Construction courses are dominated by White males for example, while both Apprenticeships and other vocational courses in business administration have the highest proportion of ethnic minority young people of all the vocational options.

Gendered choices affect pay and prospects

The subject and vocational choices made by young people determine their future prospects. Women become excluded from jobs with high pay and progression, particularly in STEM areas. The patterns seem so strong it is easy to conclude they are too culturally entrenched to change, yet the examples of medicine, law and accountancy show how the gender and ethnic profile of an academic subject area and a profession can be changed. Successes in these areas could be replicated in areas such as engineering and the sciences, and in vocational areas such as construction and plumbing - if young people were better informed about the implications of their choices, and if barriers to wider choices were identified and worked on by CEIAG professionals.

Aspirations and career interests can be raised and widened

There is evidence that young people are open to exploring non-traditional options. We have gathered evidence from projects which report enthusiastic

engagement of young people in activities aimed at challenging stereotypes. Research with young people has found they would be tempted to try working in a non-traditional sector if there were extra money to train, opportunities for promotion and progression, better pay and opportunities for 'tasters' (Fuller et al., 2005). This highlights the role that employers could play in helping young people to broaden their horizons. The Milburn Report, Fair Access to the Professions, and the government response, highlighted the role of mentoring, work experience and tasters in raising aspirations and increasing young people's knowledge and understanding of professional careers (Panel on Fair Access to the Professions, 2009; HM Government, 2010) alongside greater involvement of professional bodies.

In recent years, research has focused on cultural factors discouraging young women from taking STEM subjects and from working in STEM industries, with the prevailing culture described as competitive, individualistic and family unfriendly. Therefore, it has been proposed that policy aimed at employers and other stakeholders should focus less on changing academic and organisational cultures as well as on the business case for diversity (Bagilhole et al., 2007). This suggests a need for increased participation of employers in careers initiatives with a focus on gender. Employers can also benefit from involvement in equality-focused CEIAG activities, for example in finding how they might attract a more diverse intake of young people.

6.6   The influence of CEIAG

Statutory requirements exist but are imprecise
The Education Act 1997 requires schools to deliver a statutory programme of CEIAG to students, and was amended in 2004 to include Years 7 to 11. The Act also requires schools to provide guidance materials and a wide range of reference materials relating to career opportunities. Schools are also required, under a Statutory Instrument, to provide a programme of work-related learning, including work experience. The Education Act 2008 requires schools to deliver impartial careers education free from institutional or individual basis. Two further pieces of legislation require teachers to provide guidance and advice on future careers and on vocational and training opportunities where these are in the best interests of a pupil. Non-statutory duties and guidelines include the DCSF framework for careers education and guidance (2003), Quality Standards for IAG for Young people (2007), QCA Career work-related learning and enterprise framework (2009), the DCSF Work Related learning guide (2008) and Quality Standards for work experience (2008). QCA programmes of study on Economic

Wellbeing, Citizenship and Cross-curriculum dimensions also include career-related learning.

Consequently, legislation on equality, both generally and in relation to CEIAG is complex. Requirements on schools and providers are scattered across a number of documents raising questions about the ability and resources of schools and IAG providers to understand their obligations in relation to provision and delivery.

Provision of CEIAG is variable

Throughout the report we have shown how data and research findings show a clear need for CEIAG to address the particular needs and background of young people, and to promote the widest range of opportunities. Choices are currently not freely made, but constrained by stereotyping and traditional notions. Despite this clear need to release potential, whether young people receive the CEIAG they need is largely a matter of luck. Some schools place high importance on careers work as part of their ethos, or within the context of other strategic drivers such as STEM initiatives, and within this, equality and diversity issues can be embedded. Others provide very limited CEIAG so that young people receive little or no impartial guidance. Survey data suggests only six in 10 young people have any careers education or guidance (NCB, 2009). We have described the confusing array of requirements on schools, the mix of statutory measures and non-statutory guidelines. Further factors contributing to variable levels of CEIAG provision in schools are likely to include the weak inspection framework and poor teacher training in this area.

The influence of CEIAG is weak

Given the extent of variability in provision, it is not surprising that research based on young people's reports of their experiences and views of CEIAG has found that its impact is often weak and varies between schools and localities. We found this view among stakeholders, who were concerned that not all young people are receiving good-quality CEIAG. Professionals delivering careers services said that, among others, high achievers, disabled young people and young offenders receive inadequate CEIAG or provision which does not meet their needs. Some stakeholders believe that too much emphasis is placed on progression to HE fuelled in part by schools' concerns to maximise sixth form enrolments. Here, impartial IAG was seen as crucial to ensure that young people do not dismiss vocational routes as 'second best'.

The influence of CEIAG is inherently difficult to measure and to separate out from other influences. Moreover its effect can be latent and delayed. Despite the

variability of CEIAG, those young people who receive IAG and support from Connexions find it at least quite useful. At the same time, there is evidence that some young people feel they have not had sufficient CEIAG to understand the labour market and make the right choices about their future (Beck et al., 2006; Jackson and Hudson, 2009). To address the current lottery in provision of good-quality CEIAG proposed measures have included ensuring that young people receive their IAG entitlement and have access to one-to-one guidance (Women and Work Commission, 2009; CBI, 2009).

The influence of family is strong

Careers education, information, advice and guidance services are only one set of influences on the choices and decisions made by young people. Young people get their ideas for post-16 learning or earning routes from a variety of sources including their observations of the world around them, the media, their school, and from specific people. The influence of parents and peers on young people's decisions has consistently been found to be strong. Although this is often positive, because of parents' high aspirations for their children, some parents can discourage achievement through expectations of early marriage and parenthood for girls, or through their own anti-academic perspectives. But even the most well-intentioned parents can lack information and understanding of career routes and qualifications, and pass on their own partial view of education and employment options. This could be addressed through greater involvement of parents in CEIAG as well as improved CEIAG for young people. The involvement of marginalised groups such as GRT parents could be particularly beneficial in overcoming barriers faced by young people from this community.

6.7   Is CEIAG promoting equality?

CEIAG should actively address stereotyping

The prevalent model for CEIAG emphasises impartiality. Organisations involved in the research saw their role as to offer impartial CEIAG. This they saw as different to neutral, or non-directive guidance, where queries from young people are taken and addressed at face value. This appears to represent a change from the practice noted in earlier studies, where advisers saw their role as responding to the expressed preferences of individuals, rather than challenging these. This approach resulted in antipathy to the idea that stereotyped decision-making should be challenged (Rolfe and Nadeem, 2006). This change recognises that many people can only reach their potential if they are moved away from pre-conceived ideas about suitable occupations, have their misconceptions challenged and are encouraged to explore a much wider range of options.

CEIAG should be impartial and independent

The emphasis of practice within the 'impartiality' framework appears to be on exploring a wide range of options with the young person. There is particular concern among guidance professionals to counteract the emphasis in CEIAG provided by schools on further education and downgrading of vocational routes. It was believed that teachers may promote sixth form opportunities with the best of intentions but that leads to some young people who prefer to take a vocational route being short changed, by not receiving the CEIAG they need. This is likely to contribute to the clear social class division between young people taking academic routes and those taking vocational ones. It emphasises the importance of independent CEIAG provision. By commissioning independent and specialist CEIAG services local authorities and other public bodies can define which young people (by age, location or characteristic) should receive those services and can specify the standard of the service. Even if schools were to offer independent CEIAG, for example where they do not have a sixth form, independent services are undoubtedly better equipped than most schools to provide up-to-date information about the full range of opportunities. They can also deliver this to hard-to-help young people, many of whom will have dropped out of education and be out of reach of schools.

Impartiality and independence are not enough

Independence and impartiality can certainly assist equality aims by helping to ensure that individuals are not steered by what the adviser feels would be best, easiest or meets the need of the organisation, whether it is a school wishing to fill its sixth form, or Jobcentre wishing to reduce its unemployment count. However, independence and impartiality alone cannot ensure good practice in relation to equality and IAG. In recognition of this, stakeholders (including careers services) talked about targeted provision. Therefore, a number saw their organisation's role as to target their service at particular equality groups such as young people with learning difficulties and disabilities and those from ethnic groups. This was partly to increase the quantity of IAG given to these young people. This approach is well-founded, supported by research which shows that young people such as asylum seekers and refugees need good quality, ongoing advice and support rather than one-off interventions (Aston et al., 2005; Burchardt, 2005; Hawthorn and McGowan, 2009; McLarty and Moran, 2009).

The needs of young people in equality groups must be understood

We found that stakeholders wanted to promote impartial and high-quality careers services to support decision-making and to raise aspirations of all young people, particularly those who face disadvantage in the labour market. Some respondents also spoke of how their practice was aimed at challenging

prevailing thinking, raising aspirations and encouraging young people to achieve their ambitions. This was not without boundaries, however, with some stakeholders expressing the need to ensure an element of 'realism' both of ambition and to take account of opportunities locally. Although some approaches were well thought out, raising aspirations has become somewhat clichéd, with a 'go for it!' mentality where young people are told they should follow their dreams. Without full information and guidance on how to get there, and help to overcome the barriers they may face, their dreams are unlikely to become reality. We know that this is more likely to be true for young people from disadvantaged groups than those from advantaged backgrounds who can access advice and opportunities through family and friends. But, with some exceptions, stakeholders had few ideas about how such a service could address equality and diversity issues, beyond ensuring that they were universally accessible through targeting young people who might otherwise miss out.

Careers services must know who their customers are
In addition to a lack of perspective on the needs of equality groups, many careers services do not know who their customers are. Most careers services collect data on the gender, ethnicity and disability profile of their users, with some collecting information on language. However, services rarely collect data on religion or belief, sexual orientation, transgender status and socio-economic background. This suggests that the equality aims of some stakeholders may need a practical dimension and a strategy for overcoming structural barriers to opening up opportunities for young people. To do this requires greater understanding of the issues for the full range of equality groups. If all advisers cannot develop sufficient knowledge or expertise, it might be possible to employ specialist advisers and assigning a mentor or 'champion' (Hawthorn and McGowan, 2009).

Good practice should be more widely disseminated
We have focused on individual guidance in this section of the report, where equality practice has been hard to discern. We found evidence of good practice in relation to equality and CEIAG, which included continuous professional development and staff training covering effective practice in challenging stereotyping, use of quality awards covering equality and diversity and work with partners with expertise on particular equality groups, for example faith groups (see Chapter 4). These examples show the many ways in which inequality can be addressed through CEIAG and could be more widely adopted by providers.

6.8   Barriers to achieving equality through CEIAG

If CEIAG is to make inroads into current levels of inequality in the attainment and destinations of young people, a number of key barriers need to be addressed and overcome.

- Requirements on schools and other providers lack clarity, coherence and direction, resulting in wide variations in quality and content.
- CEIAG often lacks equality content and begins too late.
- Guidance practice in relation to impartiality and equality lacks clarity of aims and methods.
- The CEIAG needs of disadvantaged young people and equality groups are not well understood.

Requirements on schools and other providers lack clarity, coherence and direction

Requirements on schools and providers in relation to provision and delivery of CEIAG are complex. Statutory requirements and guidance to schools is dispersed across a number of documents which refer to different areas of the core and wider curriculum. Schools may also be confused about what is optional, what they are required to deliver, to which year groups of pupils, and where within the curriculum. With regard to equality aims, guidelines to schools are weak in relation to how CEIAG should be opening up opportunities for young people, through challenging stereotypes and raising aspirations in practical ways. There is no guidance to schools about how CEIAG can help overcome low aspirations and stereotyping which currently channels young people into pathways according to gender, ethnicity and social class. Documents are also silent on the CEIAG needs of young people who are known to be particularly disadvantaged, for example Gypsy, Roma and Traveller young people, refugees and asylum seekers, and teenage mothers.

CEIAG is not sufficiently impartial

Research findings suggest that CEIAG is not sufficiently impartial, and that the guidance which young people receive from schools may still be biased towards sixth form entry, perhaps unintentionally. It is reported that vocational alternatives are often presented as second class, even though these are more suitable for some young people and may offer them greater opportunities to achieve success in the labour market.

CEIAG begins too late

Young people start to develop ideas about future education routes and careers early. The absence of career-related learning until secondary school in England is therefore a barrier to raising aspirations and equipping young people to make

future decisions free of stereotyping and traditional notions. The decision not to make PSHE, including career-related learning, statutory in primary and secondary schools, as proposed by the Rose review (Rose, 2009) is a lost opportunity to address disadvantage and inequality of opportunity.

The amount and quality of CEIAG is too variable

Young people's experience of the application of policy into practice varies significantly. Some schools place high importance on careers work as part of their ethos, or within the context of other strategic drivers such as STEM initiatives, and within this, equality and diversity issues are either explicit or embedded. However, other schools deliver minimal CEIAG and guidance largely relates to subject choice and sixth form entry. Whole groups of young people are short-changed by receiving poor CEIAG which either does not meet their needs, or makes assumptions about these. They include high achievers as well as disadvantaged young people. The quality of CEIAG is likely to depend in part on teachers' skills in delivering the subject, yet teachers are not adequately trained for CEIAG which they might be called upon to give as a subject teacher, form tutor, head of year or in some other capacity. The provision and quality of CEIAG is insufficiently inspected and monitored, so that deficiencies are not picked up.

IAG practice in relation to equality lacks clarity

The view that one-to-one IAG should respond to the individual preferences of the young person appears to be giving way to perspectives which recognise the need to challenge stereotypes and widen horizons. The current ethos in IAG emphasises independence and impartiality, and recognises the needs of particular equality groups for more in-depth IAG and support. However, simply increasing the quantity of IAG is unlikely to address inequalities. This requires understanding the barriers faced by young people across the equality strands and developing IAG which can help address these. There is evidence that careers services offered within schools do not always have this expertise and do not make partnerships to ensure that they can access it.

The needs of disadvantaged young people and equality groups are not well understood

The needs of disadvantaged young people are not well understood and this is likely to limit the quality of CEIAG which is delivered. This does not reflect on practitioners themselves, but on the neglect of some groups by research. These groups include disabled young people, those from Gypsy, Roma and Traveller communities, lesbian and gay young people, care leavers, teenage mothers and faith groups.

The scarcity of research on particular equality groups is reflected in the availability of statistical information on young people's equality and diversity characteristics and their learning and career-related experiences. At local level, Connexions services have very detailed information about their clients, yet these do not cover all equality strands. National datasets frequently lack information about faith and sexual orientation, and important groups for interventions such as young offenders and care leavers cannot be identified. To add further to the difficulty of using these statistics, different definitions may be used (particularly for young people with learning difficulties or disabilities), and different proxies are often employed to denote socio-economic status.

6.9 Implications for policy and practice

The policy implications are drawn from the balance of evidence in the report, and do not necessarily reflect Commission policy.

CEIAG has been subject to much policy attention in recent years, and the proliferation of requirements, guidelines and documentation has not been altogether helpful. What is now needed is a clear focus on how CEIAG can improve aspirations and attainment of young people and can ensure that they reach their potential, unconstrained by gender, ethnicity, social class, disability, sexual orientation or other characteristic. Improving current provision requires seven main steps:

1. An earlier start to raising aspirations through CEIAG.
2. Clear requirements on schools which include equality aims and objectives and suggested activities.
3. Better monitoring, inspection and training to improve the quality of CEIAG.
4. Clear requirements of the providers of careers services.
5. Partnership working.
6. Targeting and tailoring of individual advice and guidance.
7. Sharing of good practice between careers services and between schools.

An earlier start to raising aspirations through CEIAG

CEIAG can play an important role in raising aspirations, which can lead to improved academic performance and attainment. Schools therefore have a vested interest in developing effective CEIAG programmes. There is a strong evidence base for career-related learning to begin in primary school in England, as it currently does in Scotland.

A future review of the curriculum, at primary or secondary level should ensure that full consideration is given to how career-related learning can help to raise

aspirations and challenge stereotypical thinking, and how it can be delivered most effectively across age bands.

Clear requirements on schools which include equality aims and objectives and suggested activities

A review and rationalisation of the legislation and guidance underpinning the effective delivery of CEIAG is necessary in order to improve the consistency and quality of CEIAG across schools and all learning providers. Requirements on schools and providers need to be simplified with greater clarity over what they need to deliver and when. Equality aims should be incorporated within the core requirements, rather than sidelined into guidance notes.

Clearer guidance should be produced for schools and providers on how CEIAG can help overcome low aspirations and stereotyping which currently channels young people into pathways according to gender, ethnicity and social class. CEIAG should not present vocational routes as the Cinderella option, particularly given the current contraction in HE which may make it more difficult for less academic young people to obtain places.

Guidance to schools should be clearer about the type of activities which can be used to raise aspirations and challenge stereotyping, for example mentoring, tasters and employer engagement in education. Efforts to increase female participation in STEM should continue so that success in this area mirrors progress made by women in medicine and accountancy.

Schools should also incorporate CEIAG into subject teaching where it can help young people to see the relevance of their studies to the wider world and to their future lives. This can convey information about qualification requirements, pay and prospects, which can help raise aspirations.

Better monitoring, inspection and training to improve the quality of CEIAG

There is a need to introduce clearer monitoring and inspection of schools and providers. Without this, the extent and quality of provision is unlikely to improve. Therefore, monitoring of the extent and quality of CEIAG should be clearly included in schools inspections, and this should cover the ways in which it widens opportunities and raises aspirations.

Professionals working across a range of settings – schools, Jobcentres, youth centres – can be asked for information and guidance. They therefore need training in professional practice and should be supported by appropriate tools

and materials. These should equip them with the knowledge and skills to address stereotypes, celebrate diversity and widen horizons.

Clear requirements on careers services

For careers guidance to be impartial, it should be independent. It is essential that young people are given individual careers guidance which is not compromised by the vested interests of schools, in filling sixth form places, Jobcentres in reducing claimant counts or other organisational goals. Therefore, the careers service should remain an independent service able to deliver impartial guidance. Young people and parents should be provided with clear information about entitlements and the help and support that careers professionals can provide.

Commissioning of careers services should place clear and high expectations on services to address and enhance delivery of equality and diversity objectives.

To provide the foundations of good practice, careers services should have equality and diversity policies which explicitly refer to different strands, rather than be limited to race and gender or refer to equality in general.

Partnership working

A range of organisations and individuals have an interest in young people's decision-making and pathways. Partnership working, referral routes and coordinated activity on achieving equality aims between schools, careers services, youth services and other providers are crucial and need to be supported by appropriate and sustained levels of funding.

Where possible, IAG should be embedded within projects whose primary focus in not IAG because this can provide a context in which raising career aspirations can be meaningful and engaging.

While most parents have high aspirations for their children, some can discourage achievement through expectations of early marriage and parenthood for girls, or through their own anti-academic perspectives. Parents may also lack information and understanding of career routes and qualifications, the availability of financial support. This should be addressed through improved partnership working between schools, careers services and parents.

The involvement of employers can both enrich CEIAG and promote equality of opportunity and, for this reason, should be more actively engaged in schools' work-related learning programmes. This involvement should be more supported

by government initiatives and funding. Work experience should be expected to widen young people's horizons, and not just introduce them to the world of work and acquaint them with work routines. Activities supporting work experience should give emphasis to aspirations and to equality issues at work.

Targeting and tailoring of individual advice and guidance for disadvantaged young people

All young people should receive a one-to-one guidance interview, and this entitlement should be made clear to young people. But for many young people a one-off interview is woefully inadequate. Some young people need more information, advice and guidance than others, as well as ongoing support. These include young people in particular equality strands, such as disabled young people, care leavers and refugees and asylum seekers. But good equality practice does not involve simply increasing the amount of IAG. Its content needs to meet the specific needs of young people by equality strand, drawing on an understanding of what the issues might be for them.

Careers services should ensure that advisers have some specialist knowledge of equality strands among their advisers. This can include employing specialist PAs or by drawing on expertise from specialist organisations representing equality groups. Careers services should involve young people from equality strands in the development of services to help ensure that their needs are met. Mentors and equality champions can also help to improve provision for some groups.

There is also a need for better statistical data and for more research on the attainment and routes taken by some equality groups, for example, disabled young people, care leavers, LGBT and GRT young people.

Sharing of good practice between careers services and between schools

Funding should be available to trial innovative ideas aimed at raising aspirations and addressing inequality. Where approaches have been found effective they should be more widely disseminated and implemented rather than being abandoned in favour of the next new initiative. We found many examples of good practice reported by existing research and policy literature and by stakeholders. These included:

- having local strategic political commitment to equality and diversity
- materials aimed at promoting wider choices
- professional development and staff training on how to challenge stereotyping in young people's choices

- linking CEIAG projects with mainstream practice
- parental involvement
- specific equality and CEIAG projects within schools
- use of quality awards for CEIAG, for example Investors in Equality and Diversity
- working with partners with expertise in an equality group, for example faith groups or asylum seekers
- use of role models and ambassadors
- professional advocacy on behalf of young people, and
- involvement of young people in the development or management of services with equality aims.

Good practice should be shared through a centrally funded and managed website and through communities of practice. Web-based resources should describe examples of good practice and provide detail of their implementation and supporting materials.

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Appendix 1:   Methods

A1.1   Literature review

The aim of the literature review was to establish the findings, messages and implications of policy- and research-based literature which addresses equality or has implications for it. The review largely included literature from the last 10 years, both purposefully, so that the research could identify recent findings and developments, and also from necessity, since issues of equality have been at the forefront of policy-based research only relatively recently. This is to some extent a result of concern about disadvantage and disengagement in education and employment and continuing gender segregation in vocational routes and occupational distribution.

The review considered literature on educational performance, attainment and subject choices as well as CEIAG, because of the implications of performance and choice on the career options and chances of young people. Choices such as GCSE options and the decline in participation of girls and women in science, technology, engineering and maths (STEM) may be influenced by CEIAG. Secondly, there is very limited literature on some groups of young people within the CEIAG field. Therefore, literature on educational disadvantage has been reviewed for the insights it provides into the CEIAG needs of groups such as Gypsies, Roma and Travellers and young mothers.

The review aimed to cover all equality strands of interest to the research. In addition to gender and race, the groups of interest to the research included asylum seekers and refugees, NEETs, young people who are disabled, who are LGBT, who are from Gypsy, Roma and Traveller communities, teenage mothers, and other young people who experience disadvantage in education and the labour market. Where possible, in examining research findings, we have distinguished between issues for particular groups of young people. Where this has not been possible, we have drawn attention to these gaps in research or information.

We have included reports based on large and detailed studies and smaller, exploratory research using focus groups and stakeholder discussions. In presenting findings we refer to the methods used, including sample sizes. To assess the strength and reliability of findings we have applied quality criteria in the form of four questions drawn from reviews of best practice in qualitative research (Becker et al., 2006; Spencer et al., 2003).

- Does the research address clearly defined research questions?
- Is there is an explicit account of the research process, including design and methods and analysis of data?
- Are the methods appropriate and reliable?
- Are the findings reliable, credible and clearly related to evidence?

A1.2 Secondary analysis of datasets

As part of the enquiry into the equality and diversity aspects of CEIAG, the research team undertook a process to identify, secure and analyse data from relevant national datasets that explored the following three questions:

- **Question 1**: What can be revealed about young people's post-16 destinations by equality group or socio-economic status?
- **Question 2**: Is there a relationship between the CEIAG young people received by equality group or socio economic status and their post-16 destination?
- **Question 3**: What can be revealed about young people's access to, experiences of, and views about CEIAG by equality group or socio-economic status?

This report presents an overview of the datasets that were used and the information they contain. The information from the datasets is both rich and detailed. The data has been systematically reviewed to identify key patterns and themes that describe educational attainment, progress and career development among young people from an equality and diversity perspective.

Dataset availability

There are five datasets that have been used in the report that are briefly outlined below. The first two present national survey data; the others are management information systems:

The Longitudinal Survey of Young People in England (LSYPE)
The Youth Cohort Study (YCS)
The National Connexions Client Information System (NCCIS)
National Pupil Database / School Census
Individual Learning Record

Dataset summary

The datasets that have been explored in this report have taken information presented in Statistical First Releases, in other statistical summaries and in their

'raw' formats. This information has been selected to show the equality and diversity perspectives relating to:

- Attainment and progression.
- Academic and vocational choice.
- Take-up and use of information advice and guidance.

While all the data can be interrogated by gender, learning difficulty and disability (LDD) and ethnicity, only some use socio-economic proxies and none routinely gather information on young people's faith, transgender status, or sexuality.

A1.3 Consultation with key stakeholders and with employers

Following an inception meeting with the Equality and Human Rights Commission steering group, the content of a discussion guide to be used with stakeholders was agreed. Members of the research team in conjunction with the Commission project team identified a range of suitable stakeholders for involvement in the project. Stakeholders were chosen to reflect a range of groups that have a level of involvement with young people's CEIAG. Twenty-six stakeholders agreed to be involved in the research. The table below shows the numbers of stakeholders consulted from the selected groups.

Table A.1   Numbers of stakeholder consultations

Group	Number of stakeholders
Learning providers	1
Government and agencies	6
CEIAG associations and providers	11
Workers with young people	8
Employers/employer organisations	7

All stakeholders were first written to and then telephoned to arrange a suitable interview time. Each interview lasted between 30 and 40 minutes and was digitally recorded with the prior consent of the participant. Views were also recorded on an electronic questionnaire which was imported into SNAP and later analysed using Excel and SPSS.

The process of arranging telephone interviews was, on occasion problematic. A number of organisations felt that they had little to contribute to the study and declined to be involved. During the initial phase of the research, the intention was to speak to the chief executives or heads of organisations. In practice this

was often difficult and resulted in researchers being signposted to members of human resource teams who had a view on equality and diversity issues but who were unable to relate their knowledge and understanding to the issues faced by young people and the particular role of careers education, information, advice and guidance.

A1.4   Survey of providers

Aims and objectives of the survey

The review required evidence from published data sources, from grey literature and from stakeholder perspectives. However, it also had to be grounded in current practice and service delivery and therefore needed to engage professionals who were currently actively engaged in promoting and driving forward the equality and diversity agenda among their colleagues and in their practice with young people.

To achieve this objective, the research team developed an online survey questionnaire alongside the Commission for completion by Heads of Connexions Services and Directors of Children's Services. It sought to collate evidence of good practice and a self-assessment of how the delivery of careers information, advice and guidance promotes equality and challenges stereotyping based on the Quality Standards for Young People's Information Advice and Guidance (IAG) (DCSF, 2007a).

The survey asked questions on the following areas:

- Policy, and the integration of equality and diversity issues within Careers Education, Information, Advice and Guidance at a local level.
- The collection and use of evidence.
- Impartiality and its influence on practice.
- Specific actions taken across the equality strands.
- Partnerships.
- Quality standards.

Fieldwork

iCeGS created a database of Heads of Connexions services, Directors of Young People's Services in England, and Heads of Service across Scotland and Careers Wales.

Reflecting the variation in policy contexts and quality standards in place across the three countries, country-specific web-based surveys were designed for

Connexions services in England, and the Careers Wales and Scottish Careers companies. Volunteers from the three respective services took part in piloting the survey. This ensured that the question wording used was appropriately tailored to circumstances within each country.

The surveys were designed using SNAP software and electronic links to the questionnaire were emailed to the contacts on the database. The survey lasted for approximately one month. A number of approaches were adopted to further publicise the survey including:

- the iCeGS monthly email update to practitioners
- the National Connexions Network bulletins
- the iCeGS website, and
- during interviews with stakeholders.

In total 18 responses were obtained. Career Scotland and Careers Wales regional chief executives opted to complete one questionnaire representing the views of their respective careers services as a whole.

Appendix 2:   Case studies

Background
The project provided an opportunity to explore effective and innovative practice
through the eyes of deliverers and participants in localities across England,
Wales and Scotland. Field visits focused on local practice and highlighted the
key themes and examples of good and innovative provision which emerged.
Participants were asked to reflect on the key factors affecting the success
of their projects and these were summarised as a series of critical issues
for success.

Approach to case study selection
Case studies were identified in a number of ways. Early phases of the research
provided opportunities to ask stakeholders to nominate examples of good
practice in their geographical or interest areas. In addition, the iCeGS research
team used their network of associates and contacts to explore further potential
studies. Visits were made to eight providers across England, Wales and
Scotland whose projects were selected to represent good and innovative
practice across each of the equality strands. Discussions focused around
key themes:

- What were the key aims, objectives, and rationale and what problems or
  issues was it seeking to address and with which groups of young people?
- How did the project fit with the Quality Standards for Young People's
  Information, Advice and Guidance (DCSF, 2007a), and specifically how did it
  work to embed the standard relating to equality?
- Who were the key partners (and staff) who had been involved in the work?
- How has the project or provision helped them and their organisation to
  achieve their objectives or targets?
- What arrangements/infrastructure has been put in place to support the work?
- How has the use of research and data intelligence informed the project's
  development or assessment/evaluation of its impact?
- What worked well?
- What has not worked so well?
- What are the future plans to develop or extend the work?
- What are the key lessons that have been learned to date for policy-makers,
  funders, practitioners and managers?

HCS Stop Gap

Stop Gap was established 1999 by HCS Ltd as a national pilot with funding from the then Department for Education and Employment (DFEE) to develop a programme for young people who experience emotional and behavioural disorders (EBD) or Autistic Spectrum Disorders (ASD). The programme caters for approximately 48 young people aged 16-24. Stop Gap won a National Career Award in 2009 for work with socially excluded young people, as well as a National Training Award in 2007.

The intention through Stop Gap is to provide young people with a bridge to mainstream post-16 learning in order to reduce the number of NEET (not in employment, education and training) for this group. The majority of learners make successful transitions to learning or work and one learner has progressed to higher education as a result of the programme. http://hcsprovek.co.uk/HCS/Services-For-Individuals/For-Young-People/StopGap/

The Dance Track project

Colmore School is one of 40 in Birmingham that participates in a project called Dance Track run by Birmingham Royal Ballet. The rationale behind Dance Track for the ballet company is to ensure that the company has a presence across the communities of the city, to encourage participation in an opportunity that the children otherwise would not get (social inclusion objectives) and to increase the talent pool coming into the company (particularly male dancers).

The project visits 20 schools in the north and in the south of Birmingham. The schools are chosen for their proximity to Queensbridge School and Holte School, both of which are performing arts colleges and can therefore represent progression opportunities for young people within a reasonable travel-to-learn distance. Classes are held with Year 1 students. After the workshop some children are selected to go forward to a final workshop at the Royal Ballet itself in Birmingham city centre. About three or four children from each class are selected making about 160 children in total. At the final workshop (an audition) 40 children are selected and these are provided with free tuition at weekly one-hour lessons during their Years 2 and 3. The project is very sensitive to the needs of the many communities with which it engages as it has workers from a range of ethnic minority backgrounds delivering the project, and it is offered in a very friendly and child-centric way. It is a very clear and memorable demonstration to children that people like them can work in jobs that they might not even know exist. http://www.brb.org.uk/Dance-Track.html

Interagency strategy to support the Roma community in Derby

The Traveller education advisory and support team at Derby City Council noticed that they were receiving an increasing number of calls from a wide range of people across education services and beyond about issues concerning the support needs of young people from the Roma community. At the time their response felt reactive and disjointed, so in response the Interagency Strategy for Roma Communities was developed. This is a network of interested professionals from a range of partner agencies including the Council, Connexions, Schools, Primary Care Trust, Police and voluntary sector. The agenda of the network is fluid and responsive to emerging concerns and issues. The network can represent the work of the various partners, exchange information and provide a conduit for policy issues from the GRT community to senior executive management.

A wide range of work is being developed for the Gypsy, Roma and Travelling (GRT) community in Derby which has direct or indirect influence on the IAG services they access. There is a range of provision for GRT communities, such as:

- a youth club for young people aged 11–20 years (which is oversubscribed)
- specialist outreach workers and specialist Connexions PAs
- bespoke training courses (for example, motor vehicle courses for young people and their families, and engineering courses)
- translation, and
- outreach and advocacy support.

Services are provided by a range of partners, are individualised to meet personal needs and well networked to utilise referral processes as they are needed.

Widening Choices programme

PSC Training and Development Limited is one of the largest independent training providers in the South West. Founded in 1994, it is based in Plympton, near Plymouth. It has seven main centres and 98 staff. It is a member of the South West Equality and Diversity Network and it runs the Widening Choices 14-19 project. This has been funded by the Learning and Skills Council (LSC) in the South West in support of the Equality and Diversity Action Plan. It was funded from August 2009 to March 2010. It builds on previous work undertaken through the 'Roles4All' (http://readingroom.lsc.gov.uk/lsc/SouthWest/swr-fpp-roles_4_all_evaluation-july2009-v1-1.pdf) programme which was also funded by the LSC and which operated in 2008-9.

The aim of the Widening Choices project is to raise the awareness and participation of under-represented groups. For example, it targets females in construction and engineering and males in hair and beauty, care and retail. It aims to increase the numbers of under-represented learners by helping young people to 'think outside the box' in terms of their career aspirations and to raise awareness of the opportunities open to them. The Widening Choices project is expected to benefit some 400 learners. The full range of the work is set out on the Widening Choices website which was developed as part of the programme: www.wideningchoices.co.uk.

The initial focus of work was on offering the programme to schools, including those which had not engaged with PSC in the past. It subsequently involved briefing and engaging young people through group information, advice and guidance (IAG) and then putting together programmes of work. These programmes included individual IAG, employer visits and tasters. In respect to these, the project has engaged and provided Ambassador training to employers, ranging from micro-businesses to major local employers.

Connect South West '2Bu' project and work with young people with LDD
Connect South West Limited (formerly Connexions Somerset Limited) was formed in January 2010. The company is responsible for delivering more than 50 contracts across the South West, including work with both adults and young people. Somerset County Council sets Connect South West a range of targets in respect to commissioned work. For example, in respect to young people with LDD, 83 per cent are expected to enter 16-19 education with less than 6.9 per cent being NEET.

Part of Connect South West's commitment to equality and diversity is the contribution they make to the 2BU group, 'a group run for gay, lesbian, bisexual and transgender young people, which provides a safe and supportive environment for them to meet'. The project has been involved in, and won, one of the first ever 4 Front Awards run by the Camelot Foundation. It was also assessed as being 'Outstanding' during Connexions Somerset Ltd's Ofsted inspection.

The 2BU group has a membership of between 30 to 50 young people. The majority of the group are male and aged 14-18 but mixed in terms of their interests and abilities. About 12 to 18 members meet each week. The programme usually includes: fun activities, guests/speakers (including from Connexions and other advice services on matters such as eating disorders and sexual health) and, importantly, opportunities for discussions around areas of

common interest (for example, to share experiences of 'coming out'). In addition to regular meetings, the group have a residential activity each year and undertake trips and visits (for example, to London). An important recent development has been the introduction of 'peer support' from established members of the group who undergo mentoring training. This was said to have the advantage not just of enabling joiners to be properly welcomed, but also to stop the group become 'too cliquey'.

Connect South West also employ 4.6 Individual Support Advisers (ISAs) to meet the needs of LDD young people. These ISAs have individual caseloads of up to 120. By contrast, mainstream advisers may have individual caseloads exceeding 480. The ISA caseload enables more in-depth work to be undertaken, over longer periods, and with far greater involvement than in the mainstream with young people, parents, staff and other stakeholders including those in Local Sector Colleges, specialist colleges, Adult Services, 16-19 Local Authority Commissioning Team and others (including medical and educational specialists) within Children's Services. They work together to establish the most appropriate progression routes in order to develop the assessments required under section 139a of the Education and Skills Act 2008. These provide the information about the support required to enable the young person to progress from school into education and training.

As part of this work the need to develop new employment opportunities for young people with MLD/SLD was identified. An example of a project where good links have been established by Connect South West is 'Sweet Surprise', a social enterprise based in Ilminster. The project runs a traditional sweet shop in the centre of the town which is staffed by young people with learning difficulties. In addition, it organises workplace training and placements with local companies (including the local football club). To complement the work placements, IT and other training is offered (including an entry Level 3 qualification in retail funded by LSC). www.connectsw.com

Joe's Journey
This project was a partnership activity hosted by a secondary school in Harwich which elicited the views of young people who are 'different' about what it was like to make changes in their lives. The project involved 15 Year 9 and Year 10 students. All had different reasons for 'being different': some were from Polish, Chinese and other ethnic backgrounds, some were asylum seekers, and some were young people who are disabled or are young carers. Some had English as an additional language.

The video *Joe's Journey* which was made in 2008 was the result, and has been used by the school to support other students to think about making changes in their lives. The film explores the emotions associated with making transitions and has been used by the school to explore issues such as moving into the school from primary level, moving house and leaving school at 16.

LGBT Excellence Centre Wales

The LGBT Excellence Centre presents workshops to 13-16 year olds in schools across Wales aimed at tackling homophobic bullying. The workshops are offered to all students in a school or year group and while primarily aimed at tackling homo-, bi- and transphobic bullying, teach ways for all young people to combat bullying. The principles are transferrable.

The centre also offers training to school staff to help them tackle the issues and to governors who need to know both the young people's issues and also about their responsibilities as employers. The LGBT Excellence Centre offers support to schools to develop polices and approaches.

The Centre has been involved in the development and implementation of the Welsh Assembly's School Counselling Strategy. They have been involved in training school counsellors around the issues of sexual orientation and gender awareness. www.ecwales.org.uk

Glasgow Young Parents Project

The Young Parents Project is a Glasgow city-wide project which aims to improve the number of young parents who access and sustain employment, training, further education and voluntary work. The project is hosted and managed by Careers Scotland, and was initially funded through the Working for Families Fund which aims to improve the employability of parents who have barriers to participating in the labour market. The project is now supported by Glasgow City Council. The project assists young parents, mostly young women, between the ages of 16 and 19 (or 24 if they have been Looked After or Accommodated) both while they are pregnant and in the early years of their child's life. One quarter of the young parents involved in the project secure successful 'hard' outcomes such as employment or further education.

About 20 per cent of the 4,000 teenage births each year in Scotland happen in Glasgow. The rationale for the project derived from the observation that young women who become mothers while still of school age are not encouraged to return to learning or work by the careers services whose reporting systems record them as pregnant or a young mum and therefore 'not available to the

labour market'. Consequently they fall out of the system of active caseload management. Similarly, the benefits system and advisers at Jobcentre Plus will not necessarily be encouraging a return to learning or work until their youngest child is aged seven years (previously this was 12 years). As a result, a young woman could reach the age of 28 with few or no qualifications, and no work experience before she needs to become active in the labour market. The Young Parents Project seeks to intervene much earlier, to encourage young parents to articulate and remember their goals and to keep working towards them.

The project does this by linking each young person with a key worker who has a proactive, client-focused and holistic role and act as trusted adults in the young person's life. Personal action planning is at the heart of the relationship and an individual action plan is produced within the first few meetings.

Appendix 3:   Analysis of statutory and non-statutory requirements

Learning organisations and those who work within them are engaged in a range of processes and activities which support young people to reach their full potential in learning and progress into sustainable positive outcomes as workers and citizens. Some processes, practices and activities are statutory and some have been initiated through non-statutory guidance and shared good practice. The publication of the national IAG strategy for England (DCSF, 2009) has been helpful in bringing a level coherence to some of the statutory duties and non-statutory guidance. However this is a complex issue and is complicated still further by the Children, Schools and Families Bill (2009). In trying to describe statutory and non-statutory requirements we have noted that currently there are legislative requirements relating to the mandatory provision of curriculum areas, both statutory and non-statutory guidance on the content of provision, non-statutory quality standards and non-statutory guidance which describes 'a minimum curriculum entitlement'. Our attempts at unravelling this complicated scenario have resulted in descriptions of both statutory and non-statutory requirements within two sections of the report. However there are times when the boundaries are blurred and we refer to both types of requirement together in the same section.

Appendix 3 contains tables which describe the statutory requirements and non-statutory guidance on CEIAG issues as they relate to both educational establishments and external CEIAG commissioners and providers.

Summary of statutory requirements for CEIAG which relate to equality and diversity

Table A3.1   General legislative duties relating to equality and diversity for schools, June 2010

Legislation	Key Stage 2	Key Stage 3	Key Stage 4
Race Relations Act (1976) Race Relations (Amendment) Act 2000 Race Equality Duty The Race Regulations	Written policy on Race Equality		
		Provision of CEIAG which supports progression. Support to access work experience.	
Disability Discrimination Act 1995 (Amended 2005) Disability Equality Duty Special Educational Needs and Disability Act 2001	Promote equality of opportunity between disabled people and other people. Encourage the participation of disabled people in public life. Take steps to meet disabled people's needs if this requires more favourable treatment for example produce CEIAG materials in an accessible format.		
Sex Discrimination Act 1975	Schools must demonstrate that they are promoting equality for men and women.		
Gender Equality Duty		Schools may not discriminate on the grounds of sex in giving pupils career guidance and work experience.	
Children Act 2004 Amended by the Apprenticeships, Skills, Children and Learning Act 2009	Work in partnership within Children's Trusts to deliver Every Child Matters Outcomes including supporting young people to 'enjoy and achieve' and 'achieve economic wellbeing'.		

Legislation	Key Stage 2	Key Stage 3	Key Stage 4
Education Act 1996, Amended 2004		Schools **must** deliver a statutory programme of CEIAG to students Years 7-11.	
Education Act 1997, Amended 2004		Schools **must** provide guidance materials and a wide range of reference materials relating to careers education and career opportunities.	
Education Act 2002		Citizenship is statutory for pupils in Key Stage 3 and 4.	
Statutory Instrument No. 2946 Education (Amendment of the Curriculum Requirements for Fourth Key Stage) (England) Order 2003			Schools **must** provide a programme of work-related learning including work experience.
Education Inspection Act 2006	Schools have a duty to promote community cohesion. Schools are required to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.		
Education and Skills Act 2008		Schools **must** deliver impartial careers education free from institutional (or individual) bias and in the interests of the young person. Schools must have regard for the statutory guidance regarding the principles of careers education (published in Nov 2009).	
School Teachers Pay and Conditions document 2009		The professional duties of teachers include providing guidance and advice to pupils on educational and social matters including and on their further education and future careers including information about sources of more specific expert advice on specific questions.	
Apprenticeships, Skills, Children and Learning Act 2009		Schools **must** provide information, advice and guidance on vocational training opportunities where they consider this to be in the best interests of the pupils.	

Table A3.2   General legislative duties relating to equality and diversity for local authorities, June 2010

Legislation	Key Stage 2	Key Stage 3	Key Stage 4
Employment and Training Act 1973, Amended by the Trades Union Reform Act 1993 and the Education and Skills Act 2008		Careers services should be provided to schools. There is a duty to support the delivery of careers education and guidance. Provide career guidance to school pupils.	
Education and Skills Act 2008			A duty to provide an assessment for young people with learning difficulties or disabilities that are progressing to post-16 learning or training.
Apprenticeships, Skills, Children and Learning Act 2009		Local authorities have the power to serve compliance notices to schools where they do not comply with the provisions in the School Teachers pay and conditions document.	

Table A3.3   Requirements for CEIAG provision Key Stage 2 by component part, June 2010

	Curriculum	Information	Advice and guidance
School statutory duties	ECM outcomes	Free from bias and stereotypical images	No duties
School non-statutory duties	PSHE Citizenship	No duties	No duties
Local authority/Connexions statutory duties	No duties	No duties	No duties

Table A3.4   Requirements for CEIAG provision Key Stage 3 by component part, June 2010

	Curriculum	Information	Advice and guidance
School statutory duties	Provision of an impartial Careers Education programme in line with the statutory principles of careers education. Citizenship.	Free from bias and stereotypical images. The provision of resources on career education and career opportunities. Accessible in a range of formats appropriate to learner needs.	All teachers provide advice and guidance on career progression issues. Provide information to Connexions Service regarding pupils.
School non-statutory duties	PSHE (to become statutory in September 2011). Introduction to the Connexions Service.	Access to the online area prospectus. Introduction to Connexions information resource centres.	Transition reviews for students with LDD. Support with post-14 choices Provision of an individual learning plan.
Local authority/Connexions non-statutory duties			Attendance at transition reviews for students with LDD and support with the implementation of the transition plan.
Local authority/Connexions statutory duties	Support the delivery of careers education and guidance in schools.		Provide career services to schools.

Table A3.5 Requirements for CEIAG provision Key Stage 4 by component part, June 2010

	Curriculum	Information	Advice and guidance
School statutory duties	Provision of an impartial Careers Education programme in line with the statutory principles of careers education. Citizenship. Work-related learning.	Free from bias and stereotypical images. Accessible in a range of formats appropriate to learner needs. The provision of resources on career education and career opportunities. Provision of IAG on vocational training opportunities.	All teachers provide advice and guidance on career progression issues. Provide information to Connexions Service regarding pupils.
School non-statutory duties	PSHE (to become statutory in September 2011). Introduction to the Connexions Service.	Access to the online area prospectus. Introduction to Connexions information resource centres.	Transition reviews for students with LDD. Support with post-14 choices. Provision of an individual learning plan.
Local authority/ Connexions non-statutory duties			Attendance at transition reviews for students with LDD and support with the implementation of the transition plan. (non-stat)
Local authority/ Connexions statutory duties	Support the delivery of careers education and guidance in schools		The provision of an assessment under section 139a of the Education and Skills Act. Provide career services to schools.

Appendix 4: Summary of non-statutory guidance on equality within careers education, information, advice and guidance

Table A4.1   June 2010

Document	Age range	Reference to equality and diversity
England		
DfES (2003): Careers education and guidance in England: A national framework 11 – 19	11 – 19	Learning outcomes 4 & 5 for KS3: to recognise stereotyped images; recognise and respond to influences on their attitudes and values, including in relation to equality of opportunity Learning outcome 4 for KS4: to explain importance of developing attitudes to combat stereotyping, tackle discrimination in learning and work
DCSF (2006) Ofsted, self evaluation and CEG	11 – 19	General requirements for school to adhere to legislation. Specific requirement that career guidance is effective but no link to equality aims.
DCSF (2007) Quality Standards for IAG for Young People	11 – 19	Standard 5 of 12 standards focuses on equality of opportunity, celebrate diversity, challenge stereotypes. Other standards relevant including 4.4 (raising aspirations), 10.1 and 10.4 (staff skills), 8.8 (IAG providers), 12.6 (relevant to all young people)
QCA (2009) Career, work-related learning and enterprise 11-19: a framework to support economic wellbeing	11 – 19	Element 3 refers to learning outcome of recognising and challenging stereotypical views of opportunities in learning and work through awareness of the extent and diversity of opportunities Element 2 refers to role of careers education and career management skills in broadening horizons and challenging stereotypes Suggested activities are generic and do not include activities aimed at challenging stereotypes

		Refers to the need for framework to be amended to suit needs of pupils with learning difficulties
QCA programmes of study on Economic wellbeing, Citizenship and Cross curriculum dimensions	11 – 16	Economic wellbeing programme: described as expanding horizons by challenging stereotyping and discrimination. Programme does not include specific aims or activities relating to equality or to challenging stereotypes. Citizenship programme: described as encouraging pupils to challenge injustice, inequalities and discrimination. Emphasis of the programme is on diversity of race and faith rather than wider equality strands Cross curriculum dimensions: Identity and cultural diversity includes learning goals to understand multiple and shared identities Personal, Learning and Thinking Skills: described as broadening horizons and raising aspirations
DCSF (2008a) Work-related Learning Guide	14 – 19	No reference to role of work-related learning in broadening perspectives and challenging stereotypes
DCSF (2009) Quality, Choice and Aspiration	7 – 19	Refers to the role of IAG in challenging negative stereotypes in the context of raising aspirations
DCSF (2008b) Quality Standards for Work Experience	14 – 19	Element 1G refers to the responsibility of schools and other providers to promote equal opportunities and to challenge gender stereotyping
Primary schools		
DCSF (2009) Quality, Choice and Aspiration	7 – 19	Refers to need for high quality IAG to begin in primary schools with aim of raising children's aspirations, but no reference made to equality aims at this stage
Independent Review of the Primary Curriculum (Rose,	4 – 11	Proposed that children learn to recognise and to challenge

2009)		stereotyping and discrimination within programme covering physical development, health and wellbeing
Scotland		
Learning and Teaching Scotland (2001), Career Education in Scotland – A National Framework	3 – 18	The framework identifies careers education as having a role in developing positive attitudes towards equal opportunities. Learning outcomes include awareness of opportunity (including equal opportunity), identifying stereotypical views and how they can affect decision-making.
Scottish Government (2006), Determined to Succeed	3 – 18	Guidance on work experience for secondary school pupils includes equality aims, including encouraging and providing support for non-stereotypical placements
Scottish Government (2008), Curriculum for Excellence	3 – 18	Careers education forms part of the new Curriculum for Excellence but the Curriculum does not include guidance relating to equality and diversity aims
Wales		
Welsh Assembly Government, 2008 Careers and the world of work	11 – 19	Careers and the world of work curriculum includes learning outcomes relating to equality: at Key Stage 3 of being able to recognise and challenge stereotypes that limit people in their choice of work and careers and at Key Stage 4 of examining implications of stereotyping in employment and training and recognising benefits of a positive attitude to difference and diversity
Welsh Assembly Government, 2008 Careers and the world of work: supplementary guidance	11 – 19	Guidance to schools on work placements states that schools should pursue a policy of equal opportunities in their work placements, including giving additional support to pupils choosing non-stereotypical placements

Contacts

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The report includes both a detailed exploration of the role of careers education, information, advice and guidance (CEIAG) in opening up opportunities and an examination of a wide range of young people's academic and vocational choices.

WHAT IS ALREADY KNOWN ON THIS TOPIC:

• The Commission's *Staying On* report identified poor and inadequate careers information, advice and guidance as one of the biggest barriers to groups of young people remaining engaged in learning post 16, with a recommendation to investigate this issue further.

WHAT THIS REPORT ADDS:

• Aspirations, subject choices and career interests are influenced at an early age, affecting later career choices, and, in turn, pay and progression.
• The report presents findings by equality group. However, findings in relation to the choices made by young people by religion or belief, sexual orientation, gender identity, and whether or not a young person has been in care or has offended are rarely recorded, and constitute major evidence gaps.
• Young peoples' participation in education post-16 varies, with lower rates found among White young people, those from lower socio-economic groups, young men and disabled young people. Young people from lower socio-economic groups are also more likely to be NEET, as are Pakistani, Bangladeshi and Black Caribbean young people and disabled teenagers.
• Young people have different aspirations, and rarely have no aspirations, but some groups need additional help and encouragement to explore a wider range of careers.
• Limiting and stereotypical beliefs about 'suitable' academic and vocational options according to gender, disability, race or socio-economic status are not al ways challenged. Effective CEIAG delivery can raise and widen aspirations and career choices.
• Most young people's careers information and advice takes place informally at home with some accessing further formal advice through CEIAG services. Those who had talked to Connexions found it to be at least 'quite' useful.
• The provision and quality of CEIAG is insufficiently monitored and inspected so that schools with poor CEIAG in relation to equality cannot be easily identified and supported to improve practice.

Equality and Human Rights Commission