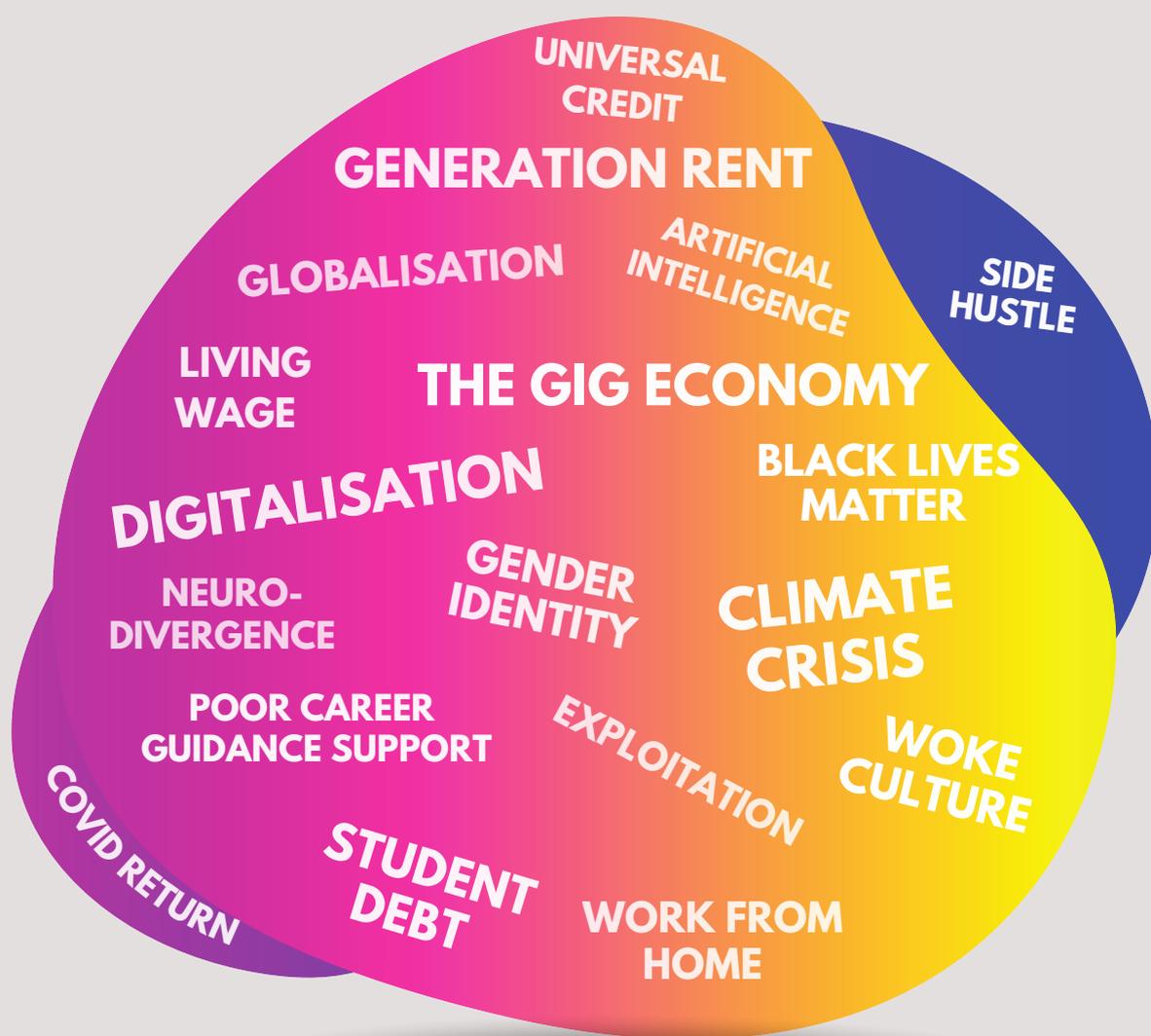


# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE

BY LAUREN ROBERTS-TURNER  
& STEPHEN CARRICK-DAVIES



# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE



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## What is Facework

Facework is a not-for-profit organisation\* that supports young people and adults to face work. We pilot youth-led approaches and new models of career support, including running our 'Hatch' Community Workspaces and a soft-skills curriculum co-designed with young people and workspace members.

Facework is primarily interested in developing young people's capacities, character strengths, practical soft-skills, behaviours and mindsets, and we have begun to establish partnerships with others in different parts of the world. For example, we are working in India where we are piloting youth-led Facework Chapters. This holistic approach, rooted in a highly localised, community-based approach to learning, is both essential and - we believe - replicable in a post-COVID world. We hope to seize this moment to push for better and more holistic support for young people as they transition from education into the next stage of their lives.

*"We are committed to young people and have commissioned 19 year-old Lauren Roberts-Turner to write this Agenda document from her perspective. We hope it will inspire others to join us in calling for a radical re-think on how all of us can work smarter to make the transition from education to employment easier, fairer and more valuable."*

Stephen Carrick-Davies, Director of Facework.

\* Facework is registered as the Facework Group CIC (Community Interest Company) in the UK company number 12598896

# YOUTH EMPLOYMENT

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### FOREWORD

by Stephen Carrick-Davies, Director of Facework

**Across the UK, young people are being failed in their transition from the sheltered world of education to the fast-changing and insecure world of work.** Ask any 16-year-old about the type of career learning they have had in their last years of school and you will likely hear that, for most, it has been inadequate, piecemeal and far from independent. Indeed, many schools are in danger of not meeting the statutory requirement to provide impartial careers support for all students. This is no fault of dedicated career professionals; there simply isn't the funding or priority given within the curriculum.

Of course, we are not short of reports and commentary on the disconnect between education and employment. Successive governments and think tanks have proposed many initiatives. However, in a world where those entering the labour market have to be flexible, innovative and reliant on both outstanding soft-skills and transferable skills, perhaps what we need is not another national top-down 'silver bullet' initiative, but rather a portfolio of small interventions led by all sectors. These should be relevant and co-designed with young people themselves. This is exactly what this report offers.

I've worked with Lauren, who brilliantly expresses what it feels like to navigate this changing world of work, and together we have consulted widely to identify the shared responsibilities all stakeholders can have to help young people find fulfilling work they love and become more enterprising and successful.

Many of these actions are small and targeted to new stakeholders in our post-COVID world. Some involve a fundamental mindset change towards young people themselves, but collectively they point to some exciting possibilities for change.

For **make no mistake, change is coming.** As Lauren outlines in this report, her generation are entering a 'perfect storm' and face an insecurity that earlier generations have never had: globalisation, AI and automation, increased incidence of poor mental health, and structural inequality, all of which the pandemic has exacerbated. But it is not all bad news; many young people are exhibiting highly-advanced skills, adaptability, resilience and drive.

Piloting these new ideas is something that Facework is passionate about. We see a new desire among young people to find meaningful occupations and believe that leaders in every sector can do something small to make a big difference in transforming a young person's job prospects. This is crucial, for as a previous Government Minister said, "We must come together to create this positive change because youth unemployment isn't just an unforgivable economic waste - it's a human tragedy too."

It's been an absolute pleasure to provide a platform for Lauren to share her insight, ideas and passion. We ignore bold, intelligent voices like hers at our peril.

I hope you join the **#Facework movement.**

Stephen Carrick-Davies  
Director [email: stephene@face.work](mailto:stephene@face.work)

*"When work becomes more than labour for time, we all win. The more we help young people to find fulfilling work they love and to become more enterprising; the more we not only enrich the individual, but also support our local economies and help society to flourish.*

***It's not just 'the Economy, stupid', it's Gross Domestic Purpose".***

Stephen Carrick-Davies

1

## MIND THE GAP

Although there are labour market vacancies and record levels of employment in the UK, the number of young people economically inactive is increasing since the pandemic<sup>1</sup>. Furthermore, Young People will be disproportionately affected by how the Cost of Living Crisis impacts on the jobs market.

**The message of this document is that we can and must re-double our efforts in supporting young people - especially those who are vulnerable - to find good quality work with clear career progression.**

3

## CERTAIN UNCERTAINTY

Current careers education is failing to keep up with massive work and societal changes, in particular the fourth industrial revolution, machine learning and the existential threat of climate change.

**Young people need support in identifying the skills and attitudes needed to be flexible and agile so they can move into new jobs and change careers throughout their lifetime. More needs to be done to inspire young people to go into emerging job roles and new industries.**

5

## WHERE IS THE INNOVATION?

Most career guidance fails to recognise the new working practices emerging post COVID, including working from home and co-working spaces, the gig economy, job shares or remote working. How do you teach someone to be a good team member when they were recruited over Zoom?

**There are opportunities to develop new career development programmes within the community. For example, Workspaces open up opportunities for peer-career support, employment 'gigs', reverse mentoring and intergenerational learning. Indeed, an important question is not WHAT Career education should be, but WHERE and HOW it could be delivered, so that it is more impactful.**

2

## HEALTHY WORK, HEALTHY MINDS

A person's employment status has a significant impact on their physical and mental health. It is therefore hugely important for the long-term wellbeing of young people that they have access to relevant interventions that can reduce the likelihood of unemployment.

**All those young people who are Not in Education Employment and Training (NEET), have Special Education Needs, or are in the care system, especially need good quality careers support from qualified, empathetic professionals.**

4

## ISN'T IT IRONIC

The 2011 Education Act made schools responsible for providing pupils with independent careers guidance, yet today many schools in England are not meeting the statutory requirements and, paradoxically, the provision is working 'to promote inequalities relating to gender, ethnicity and social class.'

**As the Career Development Institute (CDI) has called for, Careers education must be reinstated in the school curriculum and much higher levels of resourcing, prioritizing and respect for the subject must be given to schools, higher education and wider stakeholders.**

# EXECUTIVE SUMMARY

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### BIG FISH CAUGHT IN LITTLE NETS

There are around 5.6 million small and medium sized enterprises (SME) in the UK which is over 98% of all businesses. Furthermore, there are a huge range of small jobs opening up which youth can excel in. These are usually home-based, require little or no financial outlay, can be incredibly flexible and give young people both independence and a taste for success. For example tutoring, social media influencing, and retail arbitrage (finding high-quality items for a low price and then reselling for profit.)

Parents and schools could equip students through supporting enterprise skills and helping students gain experience of running a businesses from home/school.

Sole traders and small businesses could also do more to appoint young people to undertake 'gigs' to develop key areas of their business that need the skills of youth. This win/win situation helps youth gain experience and confidence, and helps the company reach new markets.

9

### ANOTHER WAY IS POSSIBLE

Successive governments have focused on companies as the main job creators, unintentionally dismissing other important job creators. Why can't some of the 200,000+ charitable organisations in this country be eligible to take on an apprentice? Why can't there be tax breaks for any self-employed person wanting to take on a young person?

We call for a much more creative approach of introducing young people into the culture and employability soft skills for work. We should see more widening of access to youth enterprise grants, apprenticeship placements, and work experience reintroduced in schools.

7

### FINDING THE COVID RESET BUTTON

The COVID pandemic forced us to stop, step back and think about the sort of society we would like to be. Despite largely avoiding the worse physical effects of the virus, young people were hit hardest by the social effects of COVID, with '84% of young people having lost an education or employment opportunity' as a result of the pandemic.

COVID infections may be decreasing but we must recognise the massive impact COVID has had on young people, especially those who are entering the job market after months of disrupted education and isolation. It is not too late to press the reset button and find better ways to help young people.

8

### THIS ONE'S ON US!

Sadly, very few young people are drawn to becoming career coaches themselves, and even if they complete a qualification in career counselling, guidance or coaching, these jobs are often poorly financially rewarded. This is paradoxical as young people have insights into youth culture and how their peers feel about the world of work. Facework is starting to utilise these skills (as evidenced with this report) and develop its soft-skills curriculum through the active engagement and authorship of youth.

If there can be incentives and rewards for some subject areas like maths, why can't there be greater incentives and resources to promote jobs in careers guidance, coaching, mentoring and employability training for young people? It is a great profession but is so undervalued by our current system.

10

### NOTHING ABOUT US WITHOUT US!

Finally, as this report demonstrates, we need to involve youth more in piloting new ideas, interventions and employability training resources.

Funding needs to be targeted at organisations piloting youth-led approaches and new models of career support, co-designed with young people including 'pushed out learners'.

# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE



### WHAT IS THE CHANGE WE NEED?

We have reached a moment in which change is both imperative and possible. The COVID pandemic has presented huge challenges and laid bare gross inequalities. It has also forced us to stop, step back and think both about the sort of society we have become and the sort of society we would like to be. We must not revert to our pre-pandemic model of existence, one full of inequality and division, which has failed many people, especially our country's youth. We need to radically change how we support young people in all areas of their lives. This is the case both because young people have been especially adversely affected by the impact of COVID and because, as Kathy Evans, CEO of Children England, says, 'a society that works for children [and young people] is a society that works for everyone.'

### CURRENT CAREER SUPPORT

The UK has a persistent problem with social mobility,<sup>5</sup> inequality, productivity, and youth unemployment<sup>6</sup> Many of these societal and labour market failings can be linked to the patchy provision of career learning across different parts of the country and the failure of other government employment support to greatly impact this geographic inequality of provision.<sup>7</sup>

The provision in England is much more basic than across the other nations of the UK. The statutory 'duty to provide impartial careers guidance to pupils in years 8 to 13 <sup>8</sup> can be, and often is, met with a single five-minute interview with a careers advisors and sometimes is simply left un-met <sup>9</sup>.

By comparison, Scotland's national careers service (Skills Development Scotland) aims for the people of Scotland [to] have access to seamless and lifelong support to develop their CMS (Career Management Skills) [which] at heart [are] about happiness'<sup>10</sup>.

In particular, the provision of personal career guidance in England worsened considerably after the closure of Connexions and the marketisation of employment support provision for young people. This saw 'reduced careers advice provision in 80% of schools' within two years of the termination of Connexions funding and increasingly unequal access to provision <sup>11</sup>. A graduate student interviewed for the YE2030 report mentioned the closure of connexions, stating 'there's not really a clear careers guidance offer. There used to be the Connexions service which no longer exists so I don't know where young people are meant to go for careers advice.'<sup>12</sup>



#### About the Author

**Lauren Roberts-Turner is a researcher and advocate who is passionate about the welfare state, strengthening communities and tackling inequalities. She is currently an advisor to Facework, a young leader on the ChildFair State Inquiry, and a member of LeadersUnlocked youth board. She is studying for a BA in Politics and Economics at SOAS and has started an internship looking at the impact of poverty on issues affecting young people.**



The career advice and guidance that is provided has been described as 'mixed' at best with young people even before the pandemic reporting 'not being properly prepared to join the workforce [or...] having sufficient career guidance to know where to look for further employment or training opportunities. 'Young people themselves commented on 'how there is unequal opportunity, where those who have contacts or are smarter get even more support, while those who come from less advantaged backgrounds or need more educational support do not get the extra support they need' <sup>13</sup>.

### Current provision is...

- 'Mostly term-time only [...] which excludes those not in education'
- 'Dependent on '[the school having] chosen to invest in employing or buying in a trained and qualified careers advisor - approximately fewer than half of secondary schools [have done this].'
- Mainly made up of a 'National Careers Service which very few young people are aware of given the past emphasis on work mostly with adults', mainly aimed at those actually in school, and overall 'greatly reduced due to austerity measures'.
- Still under-valuing non-academic pathways to employment.
- Compartmentalising wider non-education initiatives such as apprenticeships <sup>14</sup>.
- Students stress the focus placed by in-school career advice and guidance on following an academic path, with students feeling there was 'an implicit assumption we were going to go to university, and that was the end goal' <sup>15</sup>, leading to a lack of information on vocational education and a limited focus on 'practical and social intelligence' <sup>16</sup> and life skills. However, many students feel that the careers advice at all levels of education is inadequate, with only five per cent of those 16-25 citing their career advisor as their top source of careers advice.<sup>17</sup> Even those who do follow an academic route spoke about receiving a lack of support. After leaving university, students spoke of feeling as though they had been cut adrift, and many talked about receiving no follow-up.

## DOES CAREER DEVELOPMENT PROVISION EVEN MATTER?

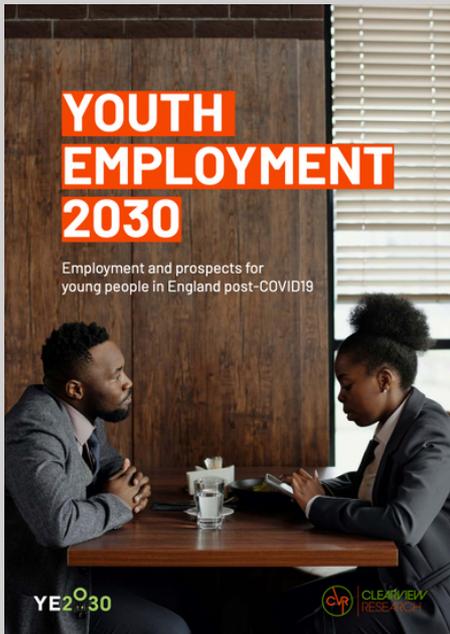
The deeply negative reality of career provision is hugely problematic as the inequality of access and poor quality of career advice can have huge consequences for a young person's life. As one study says, 'Careers education has been proposed as a key mechanism for preparing and equipping young people to make successful transitions through these complex and shifting terrains [and] as a means for developing the requisite knowledge and skills [...] to enable them to plan and manage their lifelong career journey'.<sup>18</sup> Failure to successfully transition into employment can be hugely detrimental to a young person as being unemployed 'imposes huge costs [...] on individuals. This is especially true for those who experience longer durations out of work (starting from cumulating around six months) in terms of penalties faced on wages and unemployment for up to 20 years later.'<sup>19</sup>

Links have also been drawn between people's health and their employment status, with research finding that an individual's 'social, economic, commercial and environmental conditions [including whether or not one is employed] contribute to approximately 50% of the variations in health status.'<sup>20</sup> Therefore, it is hugely important a young person has access to relevant career development interventions which have been found to reduce the likelihood of unemployment, such as quality careers advice and guidance that has also been found to '[promote] motivation and positive attitudes towards school learning (e.g. Harkins 2001), and enhanced self-awareness (e.g. Palladino Schultheiss 2005)' and to be a 'useful tool for promoting social equity (Archer et al. 2014).'<sup>21</sup>



## OTHER ISSUES IN YOUR EMPLOYMENT SUPPORT

Though certainly important, careers education and guidance is not the only tool in improving youth employment, and its 'failure to deliver'<sup>22</sup> is not the only barrier to employment for young people. The YE2030 report published last year highlighted 'work experience opportunities,' 'life skills training' and '[more] equal opportunity' as other pre-pandemic areas for improvement.<sup>23</sup> Work experience has not been compulsory for key stage four since 2012, leading to over-pressured schools to place a greater focus on the exams by which they are judged and reduce access to work experience for many young people. The poor provision of what is broadly termed 'life skills' at schools is likely to have a negative knock-on effect for those with the least support to develop these skills at home. '94% of employers and 97% of teachers say that [life skills] are as or more important than academic qualifications [for success].'<sup>24</sup>



## The impact of COVID



As one respondent in the YE2030 report stated, 'all these barriers were already here before, but COVID has enhanced them.'<sup>25</sup> Despite largely avoiding the worse physical effects of the virus, young people have in many respects been hardest hit by Covid. '84% of young people report[ed] having lost an education or employment opportunity as a result of COVID-19' and 'a larger proportion of younger adults [have] been furloughed [...] or lost their main job [...] since the coronavirus out-break began.' As well as this, the impact of COVID has also amplified long standing inequalities and wider systemic issues, including poverty, racism and mental health deterioration. Those young people 'who were already struggling financially before COVID-19 have been more severely affected than those who were more financially secure [and] young people who identified as Black Caribbean had the highest furlough rate (49%) compared to other ethnic groups. Alongside this '35% of young people have experienced mental health issues due to COVID-19, but this figure is much higher for those facing other challenges. [...] In fact, young women are 1.5 times more likely to have experienced mental health issues due to COVID-19' than men and, strikingly, 'young people who identify as disabled are almost three times more likely to have mental health issues due to COVID-19.'

It is thus vital that, whatever movement grows out of the need to support young people to access meaningful opportunities, it considers issues such as structural inequality, and sees the current situation in youth employment as at least partly symptomatic of broader problems within society.

## Lessons from Scotland

The issue of youth employment in an ever-changing world is incredibly complex. This is something Scotland's career service is better preparing its population for.

In their most recent report, they argue, 'we can predict how the workplace of the future might differ, and how automation and artificial intelligence may affect traditional sectors and occupations, we cannot afford to wait until these changes happen before we respond.' By supporting the people [...] to develop their [career management strategies] CMS, we are equipping them to negotiate the multiple transitions they will face throughout their learning and employment journey of rapid technological change, and economic uncertainty'<sup>48</sup>. This drive and adaptability must be matched by England's careers service and the wider employment sector.

What is most exciting about their approach is instead of taking the approach that careers development is simply about avoiding a negative (in this case youth unemployment) they focus on achieving a positive outcome that is specific to each person who uses them. They state clearly in this report that 'at their heart career management skills are about happiness'. The model for guidance is flexible and acknowledges that progression [is] not always linear and can take place across several engagements.' (Skills Development Scotland, 2020, p. 1) This approach provides a contrast to England's restricted and often one-off engagements, which fails to provide the opportunity for a professional relationship to develop, something that can be key to teasing out an individual's strengths and skills and understanding the right path for them. Skills Development Scotland's approach 'enables the customer to define and take ownership of their agreed actions and provides a focus on the skills they are learning, as well as those they need to develop.'

This individual and tailored approach match with the support young people themselves say would help. Peer researchers from both the YE2030 report and The Young Women's Trust have highlighted that 'one size fits no one' and that tailored support is more effective and can be especially important for supporting those from diverse backgrounds or those who may face additional barriers to accessing work. (Austin, Jones and Galloway, 2021, p. 1) (Hicks, Rados and McGarry, 2020, p. 16).

## Moving forward

As highlighted in the early sections of this report, successfully supporting young people into employment is vital in securing a positive future for the young person. However, there is inequality in opportunity for both the jobs themselves and the support to access them. Furthermore, to create meaningful change, we must move beyond simple 'one size fits all' solutions. Facework aims to work toward positive change in this area 'not by establishing yet another new programme, but by starting a movement [that] inspires young people to 'do' things for themselves and their peers.' However, this is not the entire solution. We need to create a groundswell of support for good youth employment to encourage the government to make national-level changes and commit to ensuring every young person can have the bright future they deserve.

If we are to adapt positively to the fourth industrial revolution, we are likely to need to refocus our society away from seeing work as paid employment and towards understanding it as meaningful activity that supports the person doing it, and society. This is both necessary to cope with structural change, and in line with young people's growing desire for fulfilment in work. <sup>49</sup> As we rebuild after the pandemic and beyond, our state and society must adapt to facilitate this and ensure the happiness of all its citizens and especially its young people

### Principles of the movement we want to be a part of are:

- We will focus on enabling young people to develop the skills, character strengths and support they need to face and thrive in work.
- We will experiment and take a broad look at different factors that might inhibit a young person's ability to access employment, including those such as poverty that may not necessarily be focused on by specific youth employment programmes.
- When we employ young people, we will provide 'good jobs' as defined by young people.
- Our work will be designed with young people for young people and led with empathy.
- We will embed the United Nations Charter on the Rights of a Child (UNCRC) in all our work and practice.
- Our work will be open handed and centre on collaboration and knowledge sharing between organisations and individuals.

## WHAT'S TO BE DONE ?

### The role of young people

All actors in employment, education and society in general have a role to play in the huge change needed. This includes young people. Stephen Carrick-Davies notes that 'young people are now responding to global issues such as climate change and taking their inspiration largely from their peers and other young leaders who are acting to bring about change' <sup>39</sup>. Recent research unpublished into the 'losses and gains of the pandemic for young people' found the pandemic had led to 'an increase in awareness of human needs, global issues and activism among the community' <sup>40</sup>. Young people reported that they 'now try to keep engaged with global problems like racism and gender inequality although [they] didn't before' <sup>41</sup> and that they 'have a lot more political awareness now.' <sup>42</sup>

This growing trend in youth empowerment and awareness of the social issues that affect their lives means that with the appropriate support, young people can and must be a huge part of creating the change that's needed. This is already happening and can be seen in the growth of entrepreneurship among young people in response to rising unemployment and increasing uncertainty in the labour market <sup>43</sup>. This is especially true among young black Caribbean people whose working hours were [reduced during the pandemic] at more than twice the rate (32%) of white young people from the UK (15%) but were almost three times as likely to have thought of a business idea <sup>44</sup>. This highlights a great resilience among young people and their ability to find and pursue alternative routes to reach their goals even in the face of adversity (though it also suggests potential labour market exclusion issues are impacting certain groups of young people.) <sup>45</sup>

Young people creating the change they need can also be seen in the growing amount of peer research that involves young people and the growth of youth-led advocacy projects, some of which I have benefited from working on. Facework, for example, organises youth-led youth employment chapters where young people can support each other and receive training to be better prepared to face work. They also engage with local employers undertaking real-world assignments and using Instagram to broadcast training and support to their peers. The Facework team has worked in schools, employed young people, and curated employability training in their community workspaces.

*"When I was at school they didn't really prepare you for work, it was all about exams. So when it came to leaving college I was thrown in the deep end and had to fend for myself. It's not surprising that so many of my peers are feeling helpless"*

Shanna Spencer, 22 year old freelance designer who hand-drew the illustrations in this document. See Shanna's instagram @kshanarts



Facework is piloting youth chapters in Northern India and believes that in countries where there is very little career counselling in schools we need to leap-frog a generation and train youth themselves to help their peers. see <https://www.face.work/facework-india>



Dear fellow Gen Z-ers (as the older generations like to call us),

There are many resources out there about employability and what you can do to get ahead. I won't add to them except to say: don't be afraid to put yourself out there and try new things and experiences. One opportunity often leads to another and can take you in a direction you never even imagined, but it has to start somewhere. I am writing this as an advisor to a social enterprise, and the only reason I am here is because at 16 I applied (with the assumption I wouldn't get in) to a youth research project about something that mattered to me. This became a project that changed my life and led me to do things that were inconceivable just months earlier. In the words of top career coach Liane Hambly, 'You do not need a clear plan in place to get started. You just need the willingness to try something without knowing where it might lead, the curiosity to look beyond what you're familiar with, and to see asking for support as a strength rather than a sign of weakness.'

I say this to encourage and not to put more onus on you as there has been (and there remains) a pervasive culture of placing the responsibility for structural issues, such as intergenerational inequality and previously better supported experiences such as education, on young people. This is occurring in the context of eroding support and an increasingly complex and insecure economic situation. Recently, in a conversation about our futures with a friend, she said, "forget Gen Z were Gen F\*\*\*ted". With the perfect storm outlined above combined with the coming changes to student loan repayments, rising house prices and the change to national insurance contributions it can certainly feel like that.

However, I have hope for our generation. I say that not out of naivety or to justify our experiences but because, whoever you are, if you're reading this you will have survived the pandemic so far. Which means you have likely come out of a period of enforced social isolation, at a time in our lives when that is the worst thing for us, stronger and more aware of the need for relationships, and had experience of how to survive in situations that are beyond our immediate control. I say this not to patronise or defend what has happened, but because the skills you will have developed, such as online working, resilience and increased awareness of injustices, will be the skills that guide you through and help you respond positively to the challenges we will face throughout our lives.

Finally, things can, do, and will change and you can be part of that. Together we can create a world that works for young people and wider society.

Lauren



# FIVE GAME CHANGERS IN ...

As if the recent pandemic and current societal challenges were not enough, today's youth face a hugely disruptive future. Here are five 'game changers' which we see as impacting both the world of work and the way we prepare and support young people in this age of constant change.



## 1 THE FOURTH AND FIFTH INDUSTRIAL REVOLUTIONS

Anything that can be automated will soon be done by machines. Just visit your supermarket check-out area for proof.

The new industrial revolutions <sup>29</sup> will usher in AI, the internet of things, machine learning, driver-less cars and more. The workers of the future will need to master the skills that machines don't have. (largely soft-skills).

### CAREER GUIDANCE IMPLICATIONS:

There are important psychosocial needs that good work has been found to meet, such as providing a sense of community, social inclusion, and allowing workers to feel they are contributing to their family and society' <sup>30</sup>. It is crucial that YP understand this aspect of work prior to starting a job and this is where career counselling (rather than careers information) is crucial. Career counselling is in part about helping young people to see where they get their self worth from and to adopt an agile, flexible and 'ready for change' mindset that will be increasingly important in the future work place.



## 3 MENTAL HEALTH CRISIS

This generation has experienced both increasingly high levels of poor mental health pre-COVID <sup>32</sup> and a more significant deterioration in their mental health than older age groups during the pandemic <sup>33</sup>. 'The relationship between mental health and unemployment is bi-directional' with poor mental health often making it hard to access work and 'unemployment causing stress, which can have negative consequences for people's mental health including depression anxiety and lower self-esteem.'<sup>34</sup>

It is thus vital that we act to support young people with mental health issues to gain the skills and self esteem to begin to access fulfilling opportunities, and that we support capable young people into work to avoid the potential scars of unemployment.

### CAREER GUIDANCE IMPLICATIONS:

Can career professionals better advise young people on work/life balance and equip them with the tools to be more resilient in times of stress? Can young people's mental health charities do more to produce resources on coping in new aspects of work - for example working from home, anxiety, social isolation, and social media 'compare and despair'?

## 2

## CHANGING NOTIONS OF CAREER.

Many young people have 'new attitudes to employment, work/life balance and what constitutes a good job, placing greater emphasis on 'personal fulfilment and meaning, [and not just focusing on] economic stability'<sup>35</sup>.

'Doing a job I find fulfilling' was most frequently chosen by young people in the top three most important things to consider when looking for a job <sup>36</sup>. and according to a recent YouGov survey, '37% of working British adults say their job is not making a meaningful contribution to the world' <sup>37</sup>. Furthermore, at least 5.6% of UK adults felt they 'rarely' or 'never' had 'the feeling of doing useful work' <sup>38</sup>.



## 4 THE CLIMATE CRISIS

The climate crisis continues to impact the world of work, rendering some industries obsolete and leading to growth in other sectors. As such young people need to be supported to prepare for and positively shape this ever-changing reality.

### CAREER GUIDANCE IMPLICATIONS:

Many of the jobs our children will end up doing have not been conceived of yet, but many will be in the green industries. Every career professional needs to inspire young people to start working for a solution to the climate crisis and promote the positive opportunities of working for start-ups and organisations pioneering new approaches to tackling the crisis.



## CAREER GUIDANCE IMPLICATIONS

Have we forgotten the powerful quote from Mark Twain, '**Find a job you enjoy doing, and you will never have to work a day in your life**' ?

Addressing this underpinning issue will need us to undertake a seismic change both within the jobs market and more generally in how society allocates value, if all young people are to flourish in fulfilling roles. Career counselling is crucial to this and we all need to acknowledge the urgency of this to address this change in practice (including parents, employers and schools).

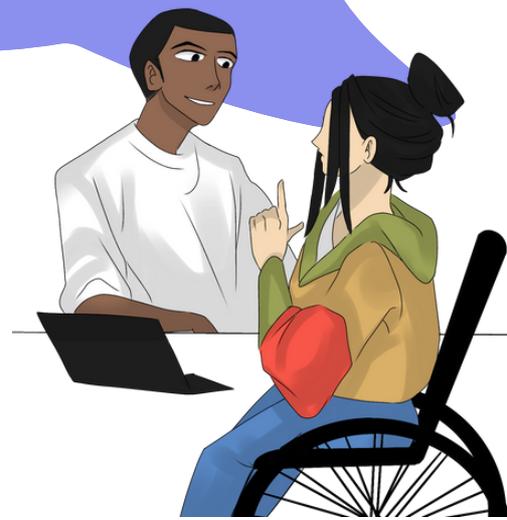


## 5 THE GIG ECONOMY

The Gig Economy and zero-hour contracts may provide flexibility, but such contracts tend to favour the employer and are often low paid with few rights for workers. Many young people are trapped in low-paid work with poor housing prospects. This is reflected in the Findings by the RSA that 'more than half (56%) of young people in work are experiencing financial precarity. Only a third (32%) feel that their work provides them with enough money to maintain a decent standard of living and of those in financial precarity almost two thirds are worried about their mental health (61% and their future (64%)).'<sup>31</sup>

### CAREER GUIDANCE IMPLICATIONS

How many career professionals have ever worked in the gig economy? How many government ministers have championed young people's employment rights with companies such as Deliveroo, Just Eat and Uber ?



# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE

### ACTIONS REQUIRED

#### Parents and carers

Despite the family being ranked as 'the top source of advice for young people when looking for work' <sup>51</sup>, many parents need practical support in helping their children think about their career and helping them find work and work experience whilst at school. This is especially true for those families where adults have poor or insecure work and patchy employment networks.

As the world of work continues to change at an unstoppable pace, parents need up-to-date information about new ways of working. For example the 'scaffold' image of career progression where careers are now interspersed with training, gig work, changing professions and an attitude of flexibility and quick change. (rather than a simple one-way career ladder).

#### As a parent or carer you can:

- Think carefully about how you can help your child to think about the skills they have, what they love doing, what their character strengths are and how their skills can be developed. Help your child unlock their own personal 'network'.
- Consider the strengths and weaknesses of them pursuing academic and non-academic pathways. It's crucial to recognise the fast-changing landscape and help your child to identify their transferable skills and be adaptable to long-term options.
- Think empathically and imagine yourself born in this time with the challenges and different choices young people face today.
- Remember that many jobs are not advertised. Who in your network could you ask about job opportunities - including internships, volunteering etc. - that might be coming up in their workplaces?

*"The challenge for parents in helping their children start their career, is that they can have a fixed mindset of what their children should aspire to, based on the experience they had at their age. Remember 'anything you are born with is normal' so we have to have the courage to take a deep dive into understanding what it is really like growing up today. **Before you speak, listen, before you judge, empathise, before you help, ask whether you can help.**"*

Stephen Carrick-Davies

#### FACEWORK SKILLS CHALLENGE BUILDING YOUR NETWORK



"Opening up a conversation can be opening up a world of new possibilities."  
— Michelle Lederman

#### WHAT IS THIS SKILL?

Have you ever met someone new and discovered you both know the same person? You go on to laugh and agree on how crazy it is! Well actually, it's not!

Incredibly, we are all just six introductions away from any other person in the world! This is called the theory of six degrees.

Making these connections is incredibly important as you begin your career and in this Challenge we'll show you how you can build your skills in connecting and start to imagine the possibilities of building your network.

#### What does "network" mean exactly?

We are talking about all the people you know and are connected with. This could be your friends – past and present from school, colleagues at work or those you know in your community, club, temple, etc.

Networking is interacting and exchanging information, ideas and contacts with others and developing professional or social relationships.

In this challenge we'll show you how to identify and develop your network.

Before you start, rate yourself on how good you think you are:



ARE YOU UP FOR THE CHALLENGE TO BUILD YOUR NETWORK? >>>

#### How can I master this skill?

There are many things you can do to build a great network. Here are 8 important ones:

- Be Open Minded**: Whilst you might think you know which type of people you want to connect with, you shouldn't be restrictive. The people you meet, and yourself, are likely to be in a different position in 5 years time!
- Volunteer for activities and take up hobbies!**: This way you will meet new people and can build deeper relationships.
- Use Social media**: LinkedIn is a great tool for building your network. Follow companies you're interested in and connect and message people you've met!
- Be friendly and positive**: Being respectful, polite, positive and friendly will make a good impression on people. Remember to smile!
- Go to networking events**: You can meet many important people here that can help you in your career. Remember: Making one or two real connections instead of trying to speak to as many people as possible will be much more effective for building your network!
- Maintain connections**: It is important to follow up and keep in touch with your network, otherwise they won't remember you.
- Listen!**: People like to speak about themselves and when you listen to them with care you can build a closer relationship.
- Help others**: Helping others will build closer relationships. And if you help someone then they are most likely to help you too!

Think of networking as stepping stones stretching out in front of you leading you forward.

Facework has produced a range of dynamic skill challenges. For example, this one (above) helps a young person recognise and use their personal network.

**"Your Network is your net worth"**

see [www.face.work/challenges](http://www.face.work/challenges)

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*Don't ask a young person what they want to be when they grow up, but*

***What problems they want to solve?***

*This changes the conversation from who do I want to be, to*

***What do I need to learn to be able to do that?***

Jamie Casap Google Education Evangelist

## Schools

Schools are used to being told to address society's ills and already many senior staff have responsibility for a range of areas which could be seen as outside of the core curriculum. However this issue of good career counselling is not just 'another thing' to be dumped on schools, but is integral to the question: **What are schools in the 21st Century for?**

How children learn (pedagogy), and how they are equipped to be life-time learners, problem solvers and engaged in work and service which leads to deep fulfilment, economic stability and happier citizens, is crucial if we are to meet the challenges ahead of us.

Across the country in the 4,190 secondary schools there are already some wonderful examples of excellence, where the Senior Leadership Teams recognise the value of career learning and personal guidance, and don't just give the responsibility to an already stretched staff member to 'lead on' but rather invest in local services, work with employers and charities and find funding for resources so that students receive the quality independent careers experience they deserve and are able to make good decisions. This is especially important for targeted provision for looked-after children and those with SEN. However, to replicate such good practice, all schools and colleges can:

- Ensure all management and teaching staff understand the added value that careers can bring to the educational experience of young people, in particular with regards to motivation, engagement, mental health and belonging.
- Invest (if necessary with other local schools) in a career development practitioner, qualified at minimum level 6, and ensure that they have the time and resources to deliver high quality personal career guidance (minimum 45 minutes per session, with the opportunity for some young people to have more than one session if needed).
- Go beyond the **Gatsby Benchmarks**. The Benchmarks are an excellent starting point, but there are omissions such as the involvement of parents and carers and very little reference to young people contributing to careers education and guidance resources, for example coming back as alumni to share their work story. Furthermore, one of the key Gatsby Benchmarks is that 'every student should have first hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.' This is sadly not a requirement for schools to offer.
- Schools could do much more to promote other options at 16+ other than promote their own sixth form option (which they benefit from funding). Apprenticeships which start at 16 are often better for some young people and employers. Why would a school not include a senior pupil or Alumni on the school governing body? Would this not be good 'work experience' and give youth perspective?

***"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."***

Alvin Toffler

# YOUTH EMPLOYMENT AN AGENDA FOR CHANGE ACTIONS REQUIRED

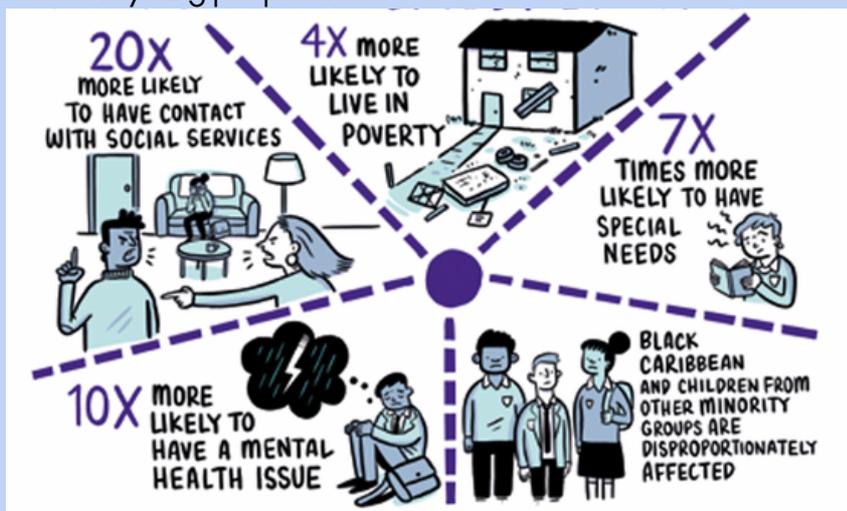
"I could be be paid £50.00 a day working with my dad as a plaster with him teaching me. Instead I am stuck in this place having to learn things I don't need. "

Facework participant in a PRU in Dartford

## Alternative Education Providers

When a young person is unable to attend or is excluded from mainstream school because of issues such as bad behaviour, illness, complex special needs, Local Authorities have a statutory duty to place them in Alternative Education Provision. However, it is challenging to know for sure how many children are taught in these alternative settings. 'The Difference' organisation calculates that over 40 children are permanently excluded in England during every school day – nearly 8,000 across the school year and there are estimated to be 349 Alternative Provision Academies or Alternative Provision Free Schools across the country. Some of these are unregistered and some still called 'Pupil Referral Units'.

When it comes to youth employment issues, Alternative Education Provision is a priority because excluded children and young people are:



Figures and illustrations from 'The Difference' charity see 51a

There is a danger that this path leads those excluded straight from school exclusion to social exclusion and then criminal inclusion!

### How has COVID affected this group?

Like many young people, these students have dealt with bereavement, isolation, mental health issues and increased poverty. For many, with an absence of supportive adults in their home life, this distress plays out in behaviour in schools and the community. New research suggests recruitment of young people for county lines drug activity continued during the COVID pandemic, with increased targeting of certain groups. Clearly the need for support for vulnerable pupils is greater now than ever, especially when it comes to helping them get into work that gives stability, meaning, identity and reward.

### So what is needed ?

- Increased ring-fenced funding for those running Alternative Education provision so they can develop new models of compassion-focused career support and employability soft-skills training.
- Opportunities for AEP to introduce far greater work experience and soft-skills training within their provision. This will involve piloting new models of learning from other parts of the world (for example Big Picture Schools in the US) which combine real-world learning in the community and workplace for excluded young people as they journey through the classroom.
- More employers willing to engage with their local Alternative Education Provider and make stronger links with education and employment, giving work experience, mentoring and ultimately jobs for students while they are studying – this link with work before they leave is crucial.

# YOUTH EMPLOYMENT AN AGENDA FOR CHANGE ACTIONS REQUIRED



## Charities and NGOs

Many charities and NGOs work on youth issues, however few have active youth placement/interns or apprenticeship programmes. If they do they are often 'schemes' – for example a volunteering experience as a group. Whilst these are enormously valuable, they tend to attract those young people who can afford to take part in a 1-3-month volunteering exchange and want practical 'hands-on' experiences. When charities do offer work experience placements, they are often given to children of parents within the organisation or to those who are 'in the know'. Charities could do so much more to improve social mobility by supporting those who traditionally have not been involved in the charitable or voluntary sector.

Currently there are approximately 166,000 charities in the UK, with a total annual turnover of just under £48bn. There are also 20,000 organisation that have charitable status (such as churches, museums and private schools) but are not normally thought of as charities. If you added the number of state schools in the UK (approximately 32,000) you could have a total number of charitable organisations of over 200,000. If there was a scheme to take on a young person for a 'kickstarter' style job experience in these organisations, this could make a huge impact. This would be different from the National Citizenship Service which targeted younger youth.

### Charities and NGOs could:

- Lobby government to fund a 'Charity youth placement' which would fund young people aged 18-24 to work within a charity for up to 12 months. This post holder would learn valuable third sector skills and transferable skills such as fundraising, event management, donor relations, project management, data handling, accounting and the importance of safeguarding and working with vulnerable people. There could be a specialist scheme for those charities working internationally so young people wanting a wider work experience in a different culture could apply. If only 10% of charities were in a position to take on a young person (many charities are small and would not have the capacity within the organisation) there could be 20,000 young people engaged in meaningful, impactful employment. Equally importantly, young people could be trained and inspired to work in the third-sector, or to volunteer and give throughout their lives.
- International NGOs could each commit to employing up to two young people for a year's senior management shadowing of a senior manager in all areas of their work. The opportunity for reverse mentoring could be an important part of this one-year placement, with NGO leaders gaining valuable insight into working with young people as they feed into ideas on how the charity/NGO could be more youth relevant. This is not 'tokenism' where by charities have 'youth panels'. Instead, they would show a real commitment to embed youth and youth ideas into the DNA of the organisation at a senior level.

# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE

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### Trade Unions

Trade Unions (TUs) can and do play a vital role in supporting young people entering the workplace – not least in advocating for good supervision and, in an increasing ‘gig’ economy, ensuring that young workers not exploited. TUs have also been strong advocates of life-time learning and therefore have a vital role to play in supporting workers – especially young workers – to think about their career and pathways within an industry. In talking to senior staff within TUs we know that the TU movement as a whole is increasingly concerned about the patchwork of career guidance and education provided by schools in the UK.

- Some TU staff have opportunities to talk in schools and anecdotally have shared with us that it is frustrating to cram a careers curriculum into 30-minute interview with students (certainly within English schools).
- As TUs work across the 4 countries of the UK, they are in an advantageous position to see what is working well in Scotland and Wales and promote good practice.
- TUs have submitted highly detailed responses to various government policies and initiatives, including the T Level and Higher Degree Apprenticeships.
- TUs such as UNISON have very real concerns about how challenging it is for T Level students to get good quality work experience.
- TUs have been strong advocates for alternative accreditation routes – for example BTECs, which have been shown to benefit poorer economic groups.



# YOUTH EMPLOYMENT

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Facework runs two Hatch Hubs in South London (Peckham and Lewisham) and is piloting a range of youth training programmes from these affordable workspaces (over 160 members) See [www.hatchhubs.com](http://www.hatchhubs.com)

## Workspace Providers

Since COVID-19 shattered the work at the office model there have been a plethora of workspace providers established – especially in urban settings.

These spaces can become important for local people to work, to exchange ideas and to develop what we call ‘peer-career’ opportunities. Facework currently runs two of these workspaces in South London and has always provided free three-month youth spaces so young people can come and work shoulder to shoulder with adults, who in turn can explore mentoring opportunities. We also broker paid short term ‘gigs’ for young people to work with our wider members and have a volunteering hosting team who exchange work for free use of the space whilst at the same time learning valuable hospitality, events and marketing and running special event skills. Other ways in which Workspaces could support young people into employment include:

- Opening up these ‘we work’ type spaces to sixth form students who can both do their homework and study in a professional environment but also observe the ‘world of work’ and meet new people to expand their network.
- Use ‘WeWork’ style shared work centres for youth enterprise training. A good CSR programme from one of the large workspace providers (or platforms) could help promote their services to a younger generation but also help incubate new youth ideas and provide intern and mentoring opportunities.
- Colleges and schools could provide community workspaces within their campus for local community members including alumni and 16+ students, so that a blend of school and work opportunities can be piloted (obviously taking into consideration important safeguarding steps).



# YOUTH EMPLOYMENT

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### Large Employers

Large businesses have an essential role in providing young people with the first opportunities that can set them up for a lifetime of career progression. Young people also bring fresh thinking and an understanding of their generation and how to connect with them. For example, many young people already have massive skills in marketing and social media.

#### Employers need to:

- Think more strategically about developing your workplace and the skills you will need in the next few years. Any company developing new services or products for the youthmarket is likely to benefit from having young people within their workforce.
- Engage meaningfully with your local secondary schools. There are some fascinating new models for employer engagement with schools, such as the Worktree model in Milton Keynes (see [worktree.org/about](http://worktree.org/about)) that has now grown exponentially through moving online.
- Encourage employees to mentor a young person. Good mentoring includes 'work and wellbeing support to the individual' including 'offering advice over work-related worries/ queries and supporting the young person to track and pursue progression opportunities.' Having a mentor is key for supporting young people with their mental wellbeing at work and ensuring they are getting the most out of the role <sup>52</sup>.
- Recognise the opportunities of offering 'gigs' to young people (a specific short-term work assignment they can do for the company to help them build their experience and CV eg. developing a social media channel.)

Just because your company doesn't have a formal '**WORK EXPERIENCE**' programme, doesn't mean your employees can't help a young person be better **EXPOSED** to work.

You could start by having a  
*'Bring your teenager to work' day*



Every employer should consider signing up to  
YOUTH EMPLOYMENT UK's Youth Friendly  
Employer scheme  
[www.youthemployment.org.uk/](http://www.youthemployment.org.uk/)

Most employers have long recognised that it is good to '**Recruit for attitude and train for skills**'. In other words, companies already value developing their staff, equipping them with skills and investing in their career. We would encourage companies to offer skills training and opportunities to young people outside of their work - i.e. in local schools or colleges, in the voluntary sector and or co-work clubs.

# YOUTH EMPLOYMENT

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### Social entrepreneurs

The world needs more enterprise leaders, people who have an agile, transformative, value-creating mindset. These leaders would benefit from being around young people who think differently, are often early adopters and are bold in their opinions. There is a huge untapped opportunity for organisations who work with social entrepreneurs to develop youth enterprise training programmes. For example, the work of Young Enterprise should be further extended. Other actions could include:

- Developing a *Dragons Den* style TV series which inspires young people to develop their idea and attract seed funding.
- Providing bursaries for existing social enterprises to take on an Enterprise Starter (similar to the government 6 months Kickstarter scheme but with less bureaucracy).
- Developing links with schools and social entrepreneurs including promoting work experience in small start-ups, encouraging social entrepreneurs to be a part of careers fairs and even running social Enterprise 'hot-seat' sessions in schools as part of assemblies, school enrichment or career guidance sessions.
- Working with social entrepreneurs to run real-world learning activities in schools. For example, car boot fairs in school playgrounds, pop-up restaurants using school kitchens, car wash days, alumni coming back to school and running one-to-one tutoring, or anything else which gives students experience of work and earning (a huge incentive).



Faceworker session in N India where we are piloting FW youth run Chapters.



# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE

### ACTIONS REQUIRED

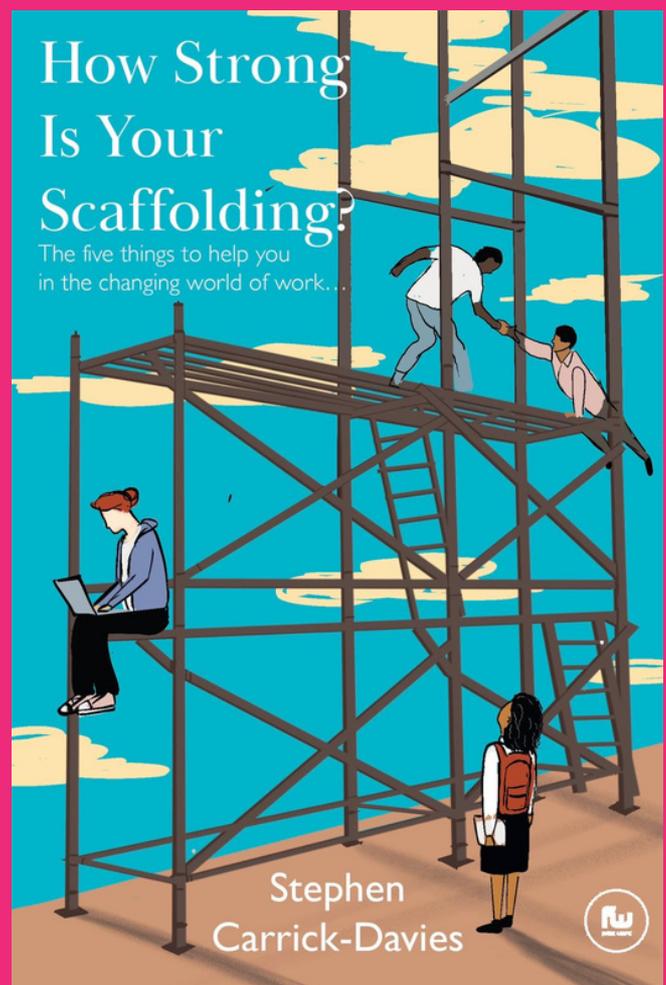
#### Career guidance professionals

The other home nations have world class, all-age career development services, valued and funded by government. The marketisation of career provision in England has led to a lottery for young people and the quality of service they receive. Local councils are still responsible for providing a service to young people at risk of being NEET, but with severe austerity cuts, some councils savagely reduced this service to its bare bones.

The Careers and Enterprise Company has a primary focus on career learning in schools and colleges, placing less emphasis on the personal guidance that makes such a difference for many young people. In spite of this, there are career development services and freelance career practitioners who are still striving to deliver innovative and quality career guidance.

#### To follow in their footsteps, all career development services can:

- Involve young people in the delivery. There are examples of young people being trained to offer basic career support, creating an informal career studio space where young people and fully qualified career development practitioners work alongside each other.
- Maximise scarce resources by using technology for the advice and information aspects of the role, for example creating short videos providing information in order to free up the one-to-one time for career counselling and in-depth guidance.
- Measuring the impact of personal guidance on softer outcomes such as career-life management skills and well-being. Doing so will enable others to understand the value of career development services.



Is scaffolding (which lets you move horizontally) a better metaphor for careers than the traditional ladder? Stephen's book is out soon.

# YOUTH EMPLOYMENT

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#### **Small Medium Enterprises (SMEs)**

According to the Federation of Small Businesses, total employment in Small and Medium Enterprises (SMEs) in the UK is 16.3 million (61% of the total) and annual turnover is estimated at £2.3 trillion. Indeed, small businesses (with 0 to 49 employees) make up 99.2% of total UK businesses.

However, it can be very challenging for small businesses to take on apprentices or Kickstarter posts that have traditionally been designed for large organisations. Young people having opportunities to do work experience in an SME can have a much wider exposure to a range of jobs and be mentored by people who have a personal history with the company and the local community.

#### **Freelance workers**

In many local authorities across the UK the employment market is characterised by mostly small businesses with mainly part-time staff (often working on a freelance basis). In a recent survey 53 only 12% of firms with more than 250 employees offer work placements to young people and 59% of the smallest businesses – those with a workforce of fewer than 10 – said in a survey that they did not offer work experience at all.

In Lewisham in South London (where Facework is based) there are 8,000 active businesses yet 84.2% of these businesses employ less than five people, the highest percentage in the UK. If there is a continued shift towards self-employment and freelancing – as there has been over the last five years – with many new businesses establishing themselves first as a sole trader, surely we need a more bespoke and nuanced programme to help these businesses support young people's employment prospects. [54](#)

#### **As a small organisation or freelancers, you can:**

- If you cannot take on a young person as an apprentice, consider a shared opportunity with one or two local partner organisations so you can share the costs and collaborate in providing quality experience, training and staff development.

Mentoring can be reversed and reciprocal – for example, mentoring a young person can help the mentor gain fresh perspectives on issues, connect with new markets, and build stronger relations with customers (see the experience of reverse mentoring in the Metropolitan Police [www.college.police.uk/career-learning/career-development/mentoring](http://www.college.police.uk/career-learning/career-development/mentoring)).

# YOUTH EMPLOYMENT

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## THE GOVERNMENT

We have purposely left the actions required from the Government to the end of this report because we wanted to first highlight and promote what other stakeholders are doing for young people (often without central government support).

But there is so much the Government could be doing to lead in this area of careers support for Britain's young people who have been disproportionately affected by COVID. Many are having to navigate a massively changing world of education and work. These are current and future voters who will inevitably influence the political landscape.

So perhaps we can just leave 4 recommendations for Government:

- 1 Recognise and support the leadership efforts that other sectors are doing collectively to empower and guide young people, including local government (councils) who are committed to their local communities. As employers themselves, they are leading by example in carving out funding to support vulnerable young people into work, promote local enterprises and are running their own apprenticeship programmes.
- 2 Commission research as to how the other nations (outside of England) are doing a better job (with similar social context) and have the humility to learn and adapt what is working in other nations, for England.
- 3 Make a serious commitment to ring-fence additional investment\* for schools specifically for high quality career and employability training, guidance and counselling, so every school has a career service which involves young people, local employers, parents and local communities and is fit for purpose for the 21st century.
- 4 Recognise that there are gaps which only the Government can fill. For example in providing funding for those working with excluded groups; eg, those coming out of the criminal justice system, refugees, those with no-recourse to public funds, those with complex disabilities etc. Do not these young people deserve additional support to find work and contribute to *their* society? Furthermore do not those who work tirelessly with these groups deserve more respect/resources to do their work?

\* The Government says that schools have already had funds which they can allocate to providing careers advice, but if this activity is not high on the OFSTED framework for inspection, funds will be allocated to areas deemed more urgent.

Government says that it has funded a National Careers Company to be the solution and this is important, but it is Teachers which have the relationships and know the lived experience of their students. They are the ones who are best placed to meet the needs, if given resources.

There are exciting ways careers support can be more innovative and relevant to both young people and employers, but without investment we will fail students and careers will remain just a quick 15 minute interview, or a 30 minute PSHE lesson.

This issue cannot simply be 'parked' at the school gate, but with new vision and funds schools can **open** their school gates to develop soft-skills training, employment preparation, careers training and engagement with local employers. This is an exciting part of education, for as this report shows this is supremely relevant to learning and transforming young lives.

Facework's STEPS Soft-Skill training resources, produced with and for young people, are available free at: [www.face.work](http://www.face.work)



The skills you need for the jobs of future

The jobs of the future require young people to be good at these 5 core skills

**S** SELF MANAGEMENT  
**T** TEAM WORKING  
**E** BEING ENTERPRISING  
**P** PROBLEM SOLVING  
**S** SPEAKING AND LISTENING

Explore your strengths with Facework STEPS and see how you can improve

Managing time  
Appearing smart  
Being confident  
Handling emotions  
Managing finances

Being adaptable  
Managing conflict  
Showing empathy  
Making decisions  
Promoting others

Taking initiative  
Staying motivated  
Managing risks  
Leading others  
Building your network

Thinking critically  
Being creative  
Asking questions  
Learning from mistakes  
Being resilient

Sharing your story  
Using body language  
Being a good listener  
Developing digital skills  
Mastering verbal skills

How did you get on?

Which areas are you strongest in?  
Which areas would you like to grow?

Would your parents, teachers, or best friends agree with your scores?

It's all about...  
Initiative  
Building your network  
Leading others

It's all about...  
Teamwork  
Managing conflict  
Showing empathy

It's all about...  
Problem solving  
Thinking critically  
Being creative

It's all about...  
Speaking and listening  
Sharing your story  
Using body language

THE DYNAMIC Facework Skills YOU NEED FOR WORK

FACEWORK SKILLS CHALLENGE

MANAGING TIME

LEARNING BY DOING



Facework's Hatch Hubs Community Workspaces in South London where we support 'peer-career' learning and employ young people: [www.hatchhubs.com](http://www.hatchhubs.com)



Those who have contributed to this report have been paid London Living Wage and Facework has sponsored the costs of this report.

# Footnotes and sources

## ACKNOWLEDGMENTS

Stephen and Lauren would like to give a big 'Shout out' to the following people who have supported us in writing this agenda document:

- **Liane Hambly** – careers professional
- **Rosie Hilton** – proofreading
- **Shanna Spencer** – Illustrations
- **Sector leaders** who we consulted with who gave their time and insight.
- **Members of the HH workspace** who helped with reviewing this document, proofreading for us, helping write the press release and support our vision.

**All young people involved in writing this document including Lauren were paid for their time and contribution (on London Living Wage rates) .**

### Want to support the # Facework movement ?

Facework is a non-profit organisation (Community Interest Company) To date we have funded all our own work through our workspace business model but we need social investment to do more. If you are able to make a donation to our work or want to develop a partnership with us do contact Stephen@face.work or call 0208 050 3938



We are grateful for the professional services of [www.Accessprint.shop](http://www.Accessprint.shop) and the <https://workingwelltrust.org/> charity and who printed this report.

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50. (The Jubilee Centre for Characters and Virtues)
51. (Hicks et al., 2020, p. 29)
- 51a IPPR Report - BREAKING THE LINK BETWEEN SCHOOL EXCLUSION AND SOCIAL EXCLUSION see. [www.the-difference.com/the-issue](http://www.the-difference.com/the-issue)
52. (Roberts-Turner, et al., 2021, p. 4)
53. <https://www.bbc.co.uk/news/education-34520041>
54. See <https://www.londoncouncils.gov.uk/our-key-themes/economic-development/borough-business-profiles>
55. <https://www.bbc.co.uk/news/av/uk-england-london-58351814>
56. (Zoe Leadley-Meade, Partnership Lead for undergraduate Education Studies Courses South Bank University)
57. (Zoe Leadley-Meade, Partnership Lead for undergraduate Education Studies Courses South Bank University)
58. (Hicks et al., 2020, p. 28)
59. (Hicks et al., 2020, p. 51)

*If Young People*  
**MATTER**  
*Career Development*  
**MATTERS.**

**LET'S START A CONVERSATION**

*'Young people need to experience feeling valued - and not just by families who love them and teachers who want their grades. Will we one day look back and wonder how, over a few decades, we so readily created an education system that removed teenagers from the experience of work and pay. This report encourages us to show we care more about their futures than young people think we do, and start looking together at working up new opportunities for them in the world of work. Facework continues to lead thinking in this area and more eyes should be on their recommendations.'*

Tom Bullman - Director of Worktree <https://worktree.org> and  
Community Organiser for Citizens MK, + Facilitator at School for Social Entrepreneurs.

***'Your generation had a guaranteed job, home ownership and didn't have to pay for university. Don't tell me we are entitled'.***

Ella - 24-year-old artist now living at home after graduating with a First Class Honours degree.

***'I was interviewed over zoom and have still not met some members of the team I work in and I've been at this job now for over 6 months'***

Jake - starting work within a start up

***"Everyone I've ever worked with on a major project I've never met in real life"***

Louise, 26-year-old Editorial Illustrator

# YOUTH EMPLOYMENT

## AN AGENDA FOR CHANGE



“ This report should make people stop, think and take action. Lauren and Stephen set out a compelling evidence-base which should not be ignored. The cost of living crisis will affect the wellbeing and prosperity of thousands of young people. These recommendations should form the basis of a national conversation on how to fix a failing infrastructure, particularly for those most in need.

Deirdre Hughes OBE, Hon Associate Professor,  
University of Warwick, Institute for Employment Research (IER)

“ This report highlights the positive impact of high-quality careers support for young people and where there is more to be done. By combining the wealth of evidence with the direct experience of Lauren, its young author, it delivers a powerful message.

David Morgan, Chief Executive, Career Development Institute

“ As a trade union we have been so impressed with the way that Lauren and the Facework team have consulted with us in understanding what we do for young people's employment and training. It is refreshing to have a 360 degree approach to tackling employment.

Andrew McGregor- Careers Advisor and Chair of UNISON National Careers Committee

“ It is so inspiring to have the views of such an articulate, wise young person sharing their experience and insights on what actions all stakeholders can play in helping young people into work. I would strongly recommend that every Career Development Professional publicises this Agenda document far and wide.

Liane Hambly, Author Creative Career Coaching.

### About this image

As this report outlines, young people face many challenges as they leave education, and are often labeled the '**Snowflake Generation**', a derogatory phrase which portrays them as weak and fragile.



But the image we want to portray in this report is of a generation battling through extraordinary societal challenges that, whilst crushing for some, give others a new perspective on structural inequalities and injustices that come into sharp focus when looking at access to good quality work. Young people can show remarkable resilience, and we need to listen to the enlightened views, lived experiences and insight they bring to this debate. Think then of this colourful image as a **flexing muscle** or **heart-beat**. Make no mistake: young people are strong, courageous and we need them.