

Underachieving young men preparing for work

Underachieving young men preparing for work

A report for practitioners

Trefor Lloyd

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Executive summary

This report demonstrates how tailor-made courses targeted at young men at risk of underachievement can improve both their motivation and their understanding of work and the needs of the labour market.

The aim of the programme was to inform young men about the workplace (using very practical methods and materials) and help them to re-focus on what they can get from school before they leave. These programmes have been delivered within the school curriculum, but they would be equally appropriate within youth offending, pupil referral and other more informal settings.

Fifty-one Year 10 (14 to 15 years of age), young men participated in a classroom and workplace based programme of 30 hours delivered within three South London schools. The young men had been identified by the school as 'at risk' and were all underachieving in at least part of the curriculum. The programme concentrated on practical approaches and methods and aimed to develop skills (and attitudes) essential to the rapidly changing workplace.

These young men were noticeably resistant to accepting any body of knowledge about life. However, the programme worked because it was practical and related to the modern workplace; built on young men's confidence; helped them think and find out; provided them with individual and thematic help; expected a lot of them; and used materials that encouraged them to work out what they thought and what questions they themselves had. The 'Into Work' programme had some predictable and some less predictable outcomes. While young men learnt

about the workplace, felt more confident and developed workplace-related skills, their participation in the programme also helped to re-focus their schooling, and helped them to identify the importance of getting the exam results they needed for their career development.

Young men who are thought to be 'at risk', 'socially excluded' or 'underachieving' reflect a very broad range of behaviours, attitudes and difficulties. Schools tend to offer outside programmes to those on the verge of being excluded, reflecting a 'band aid' approach to intervention. A more sophisticated approach that looks longer-term and identifies those genuinely 'at risk' and suitable for programmes such as 'Into Work', is required if activities additional to the curriculum are to make a serious impact on underachievement, both in school and in the longer term.

Schools will need to become even more flexible in their approach and attitudes towards life-related, non-academic programmes such as 'Into Work'. Schools are unable to deliver programmes such as this, partly because of the pressure of the National Curriculum, but also because their value will be with particular individuals who need the help to identify the potential value of their school experience.

With funding streams and initiatives being (at least in part) targeted at 'at risk' young men, professional training will need to meet this new challenge. Teachers, careers officers, youth workers and Connexions staff require a highly developed understanding of young men and the specific skills needed to work with them effectively.

1 Introduction and background

In 1999, Joseph Rowntree Foundation funded Working With Men to carry out a piece of research entitled *Young Men, the Job Market and Gendered Work* (Lloyd, 1999). While the focus was on young men's attitudes towards 'women's work', one of the major findings was that most of the young men interviewed felt poorly prepared for the workplace. Most of the 63 young men were on the margins of both school and the workplace. Most, on reflection, thought that school had been a missed opportunity. Many were full of regret for not having tried harder and engaged more actively within the school environment.

We have followed up this research with a practical piece of work, within schools, aiming to develop approaches that would effectively prepare socially excluded young men for the workplace.

Underachievement, employment and young men

In recent years, educationalists, government, parents and the media have become increasingly concerned about the behaviour and performance of boys within both primary and secondary schools. Media headlines such as 'schools failing boys', inevitably highlight a problem, but conceal a complex picture of boys' achievement.

Although there are subject-based variations, the overall picture suggests that over the past 30 years, girls are increasingly outperforming boys (GCSE A–C passes, for example). However, boys have, over the same period, also increased their performance. Arnot *et al.* (1998) have quite rightly argued that the gender issue is that girls

have done particularly well, rather than that boys have done particularly badly.

Careful analysis of the statistics also indicates that not all boys are underachieving, and that social class and race are significant factors. Working class and African-Caribbean young men, in particular, show up prominently in the figures of those leaving school with no qualifications, and within the exclusion and truancy statistics (Arnot *et al.*, 1998; Berthoud, 1999; SEU, 1998).

Underachieving boys are not new, but their reduced employment prospects and employability are. There is evidence to suggest that young men find it harder to secure their first job, and that once unemployed they find it harder to get back into work (Stafford *et al.*, 1999). Stafford *et al.* also suggest that public policy and media attention have focused on young men because 'there are fears that this underachievement may hinder their transition into adulthood, undermine (active) citizenship, lead to increased crime and other anti-social behaviour ...'.

While Stafford *et al.* do not go as far as others, in suggesting that young men's underachievement may lead to the breakdown of traditional families and even to the development of an 'underclass' (Murrey, 1989), they do stress the important link between educational achievement and participation in the workplace. Pearce and Hillman (1998) make the assertion that 'attainment at 16 is the strongest predictor of both future participation in education and labour market prospects'. In fact, qualifications are so important that they can also offset other disadvantages. Meadows (2001) concludes that 'young men of Caribbean

origin are more likely to be unemployed than white men and generally earn less. However, if they are well-qualified and live in a prosperous area with a partner, their prospects are the same as a similar white person.'

In the same review, Meadows makes the point that 'young people now spend the years between the age of 16 and 19 moving in complex patterns between full-time study, part-time work, part-time study, vocational training, full-time work and unemployment'. Preparation for this period requires significant thought and delivery, especially for those young men who are likely still to have a 'leave school, get a job', mentality. One of the significant findings of our previous study was that, for many of the young men, they realised that they had to do something with their lives after some four or five years of unemployment, 'dead-end jobs' and poorly paid work (Lloyd, 1999).

Underachievement and disaffection

The question of why individual boys are underachieving has brought forward the usual suspects of biology, family, socialisation and changing roles (Arnold, 1996; Arnot *et al.*, 1998) and these of course play a hugely significant part. France and Wiles (1998) have suggested that 'employment opportunities for the young school-leaver have changed dramatically. The consequences of this are twofold. First, with little prospect of paid employment many young people see school as "boring" and "irrelevant". The result is disruptive behaviour, high levels of truancy and underachievement.' Of course, the fact that gender differences are so pronounced in young people's responses to the same

conditions is ignored. However, this does not detract from the point.

Pearce and Hillman (1998), in their attempts to define 'disaffection', discuss the concepts of *agency* and *structure*. Are young people 'disaffected' as a result of their individual attitudes and behaviours, or victims of socio-economic forces, with 'disaffection' a product of these structural factors? Merton and Parrott (1999) suggest that 'for most disengaged young people it is likely that their disaffection arises and continues as a result of some complex interaction between agency and structure'. The same authors go on to suggest that 'even though there may be certain features common to all or most disaffected young people, the specific causes, circumstances and consequences of each young person's disengagement will be different in important ways from any other's'. This suggests that the usual practice of externalising the problems on the young men's behaviour (and reaction) only offer half the picture.

Recent studies from the United States have concentrated on coping and 'resilience' factors present in young people who live in violent inner-city estates, which lead them to take this experience in their stride and achieve, in spite of the socio-economic factors (Pakaslahti, 2000). Studies such as these confirm the interaction between agency and structure and suggest that simplistic notions of identifying 'disaffected' young people as either victims (needing to be protected) or perpetrators (needing to be controlled), ignores hugely varying degrees of disengagement.

Interestingly, a Social Exclusion Unit report points to only 0.34 per cent of secondary pupils being permanently excluded (SEU, 1998), and

an OFSTED report on the topic notes that ‘what appears to be happening is a degree of polarization between the great majority of children who appear orderly and a small minority who are becoming increasingly intractable’ (OFSTED, 1996).

Behaviour leading to disaffection

Surprisingly little has been written about the characteristics that young men may exhibit that lead them to be labelled as disaffected, except in the most extreme forms. Even then, the factors are sketchy. Exclusions are monitored on such themes as ‘disruptive behaviour’, ‘violence towards teacher’ or ‘violence towards pupil’. There are scant details about the types of behaviour or attitudes that have led to exclusions. Secondary school teachers speak anecdotally of a small number of pupils that arrive (in Year 7) exhibiting negative attitudes and disruptive behaviour. Others are thought to ‘develop an attitude’, especially during Year 9, but we have very little actual evidence of what this process might be about.

In contrast, Merton and Parrott (1999) offer a more realistic picture, suggesting that ‘many young people move in and out of mainstream society at different times. Moreover, not everyone who is disengaged is also hostile to education and some are described as “passively disaffected”’. They also highlight another group of young people who are ‘in school, but out of learning’.

Aymann-Nolley and Taira (2000), in their fascinating review of 2,084 articles on adolescence, found a ‘persistent bias towards research on the negative aspects of adolescence

such as risk-taking and adolescent turmoil ...’, and suggest that a prevailing force within the field of psychology continues to present adolescence as a ‘stage of storm and stress’. This bias can also be seen within education, where too often young men are identified as problematic, and the school itself, reacting to their behaviour, sees its role as protecting other pupils from their excesses.

However, when reviewing the research, Sukhnandan concluded that ‘teachers’ gender values and expectations of, and behaviour towards boys and girls have also been found to play an important role in shaping pupils’ perceptions of, and reactions to, school’ (Arnot *et al.*, 1998). Research has shown that boys are more likely than girls to challenge the authority of the teacher explicitly (Warrington and Younger, 1997). In addition, because boys’ contributions are thought to be physically and verbally more prominent, they more frequently have their contributions evaluated by teachers and peers – both positively and negatively (Arnot *et al.*, 1998). Teachers are thus seen as more hostile towards boys (for example, as ‘picking on’ boys) by all children (Pickering, 1997; Warrington and Younger, 1997), which can have detrimental effects on the attitudes of boys towards school and learning. Interestingly, few teachers acknowledge the possibility that they treat girls and boys differently in the classroom (Pickering, 1997; Warrington and Younger, 1997).

Others have identified boys’ attitudes towards learning and school as problematic. For example, a number of studies have suggested that there is an anti-intellectual, anti-educational and anti-learning culture amongst boys (Bray *et*

al., 1997; Gallagher, 1997; Pickering, 1997). 'Boys therefore develop the belief that a positive attitude towards schooling, the choice of female subjects and overt involvement and engagement in school and learning is effeminate and thus at odds with the development of their masculine identity' (Cohen, 1998).

Boys' underachievement is complex and not uniform in impact. It is also a result of gendered attitudes within young men themselves and those that teach them.

In their review of programmes working with disaffected young adults, Merton and Parrott (1999) aimed to tease out the elements that make programmes effective. They stress two elements in particular, teaching and learning styles and methods, and teacher attributes. They suggest that 'the key ingredient of a successful project, therefore, seems to be the intrinsic personal qualities of the workers and teachers, more than any other single factor'. They go on to highlight 'care, enthusiasm, genuineness, trustworthiness, perseverance, commitment, respect for young people, belief in the potential of all young people to succeed ... and a sense of humour'. In terms of learning styles and methods, they suggest 'an approach which can be broadly characterized as democratic, participatory, enjoyable and relevant'. It is difficult to know how useful this catalogue of attributes is (especially for those workers and teachers where these may be underdeveloped), but within the literature, this type of analysis is unusual, but important, if we are to develop appropriate methods and styles of working with disaffected young men. If we fail to define the problem accurately, identifying solutions is bound to be an even bigger problem.

Disaffection, disengagement, exclusion and indeed underachievement do not impact on young men in a universal way. Patterns of behaviour and attitudes vary enormously, within a broad range of young men who are not reaching their achievement potential. Unless we address this more complex picture of underachievement, we will only target those young men who are past the point of 'at risk', arriving too late for effective action in the school setting.

In practice

When we initially approached schools about the 'Into Work' programme, they consistently identified young men who were very much on the edges of the school community. Some were regularly truanting, regularly being asked to leave classes, were involved in significant incidents (often involving violence), and usually had basic literacy and numeracy problems.

Schools invariably offer programmes such as 'Into Work' to those young men who are already marginal to the school. If they were still regularly attending the school, management would prefer that they were in mainstream lessons. Discussions with management involved identifying a series of characteristics that would help schools identify the young men we thought would benefit from the 'Into Work' programme and the young men we felt able to work with. The most basic of these was that young men were in school 'most of the time'. This was, at one level, purely pragmatic. Programmes were delivered during personal health and social education (PHSE), and therefore on the same day each week; unless young men were in

school, the course would never build up enough momentum for it to be useful to them. This, in itself, created a tension between the pupils this type of course would be most useful for, and those that the school were willing to release from the curriculum. The benefits of such a programme needed to outweigh the possible impact of absence of these young men from the core curriculum.

Once the schools moved on to define the 'at risk' group in terms of those who might benefit and attend the programme, the factors they identified were similar, but the pattern of attitude and behaviour were less consistent. The young men may have been disruptive or inattentive or even may have shown anti-social behaviour, but it tended to be in some, rather than all lessons. One of the questions asked of the young men in a pre-programme interview, was 'what would your head of year say about your behaviour?' What usually emerged were difficulties with certain subjects and/or certain teachers. Responses such as the following were given:

I get bored in maths, the teacher just gives you work sheets, and if you don't understand a question and ask, he just says 'work it out'. I don't like that, so I ask a mate, the teacher tells me to shut up and that's it

I fell out with the French teacher last year, I always found it difficult, but I don't even want to go to the class any more.

A number of other characteristics emerged from discussions with teachers and the young men themselves, which fell into four inter-related areas:

- *Young men and their mates.* For some young men, their behaviour suggested two different worlds within the classroom – the world of the school curriculum and the world built around their relationships with their mates. Their level of interest in the first and the ability of the teacher to engage and control the class usually had a direct impact on the second. If teachers were seen as good, then they both controlled the class and made the subject matter interesting and engaging. So comments such as 'Mr V doesn't let you get away with anything. He lets you have a bit of a laugh, but you can't really mess about' or 'you get to do experiments and walk around a bit. You get to talk, because you have to talk about the results, I like that'. If the subject isn't engaging or the teacher does not keep control, then some young men say they talk to their mates or spend time ridiculing others in the class (and avoiding the same themselves).
- *Young men and their teachers.* For some of the same reasons (not engaged with the subject, having fallen out with the teacher or not having respect for him or her), some young men have difficulties with particular teachers. For this group, we often heard contradictory stories about them. They may purposely ignore the teacher when they are talking to them, or be reluctant to do work in or out of class. This type of response was often a sharp bone of contention between teachers and some young men.

- *Young men themselves.* For some young men, their attitudes to school were influenced by either low confidence or concerns about how they might be perceived as men. So, for some, there was a reluctance to admit they didn't know, or understand (which obviously made learning more difficult), a reluctance to appear interested, or a strong fear of failure which often led to a withdrawal from a class to avoid failing.
- *Young men and the work.* Finally, some of the young men, in some lessons, were reluctant to do any written work at all. They preferred to discuss the issues (which they said they do not get the opportunities to do). Worksheets, in particular were reacted against (we were told someone 'died of worksheets'). For some of the young men, the personal reflection that the writing exercises required was difficult to do, and discussion before them often helped them think through what they wanted to write.

The presence of a number of these characteristics, even if they were only visible in some parts of the curriculum, pointed to barriers and issues that the programme would need to address before young men would be willing and able to engage.

Conclusions

We believe there is a complex relationship between underachievement, employment patterns and masculinity. Most authors tend to focus on one, or at most two, of these elements

when trying to describe the difficulties that a growing number of young men are experiencing. Particular groups of boys and young men are underachieving (and always have done); at the same time, the workplace opportunities for those males with limited academic achievement have significantly fallen. The decline in heavy industry, manufacturing and other labour intensive jobs that used to provide young underachieving men with the potential to earn enough for themselves and their families is well documented. These jobs have been replaced by lower-paid and sometimes part-time jobs in sectors that many men would have seen as 'women's work', and increasingly, well-paid jobs with prospects are dependent upon achieving levels of qualification that may be beyond the capabilities of these young men. These (and other) attitudes towards the workplace, women and masculinity compound the difficulties that young men have.

These attitudes can make them reluctant to learn, reluctant to accept the changing workplace, impatient and reluctant to work harder for what they want. The combination of underachievement, the changing workplace and sex-typed masculine attitudes makes the transition into work particularly difficult for some individuals and groups of young men.

This complex combination of factors also requires the response to these young men to be a complex one. Evidence suggests that these factors impact on how young men may react to receiving help. So, for example a sex-typed set of attitudes towards being a man can make it harder to admit that you don't know. Underachievement (especially if it includes

literacy difficulties) compounds both interest and capabilities in a broad range of academic subject matter and can severely affect the relationships between young men and their teachers.

Implications for practice

This suggests that the response to young men requires us to consider our relationships with the young men themselves, the types of approaches we use with them, the types of materials we deliver, and the need for a thorough understanding of their motivation to *want* to engage. These factors have led us to approach our 'Into Work' programmes with a number of underpinning principles, approaches and strategies. These include:

- 1 *Men or boys?* Our 'Into Work' programme is about the young men's futures. However, many of the difficulties that emerged for the young men arose from (in their view) teachers not showing a proper respect of their development, or even common courtesy (such as please and thank you). So, in the programmes, the recognition of their gender and general development led to explicit conversations about masculinity, what being a man was and how they thought they should be treated (and act as 'men'). Thought was given to how the young men were responded to (within the classroom situation), as well as the expectations of them when they went out of school for visits to the workplace and agencies.
- 2 *High expectations.* A strong relationship between expectation and motivation was needed throughout the programmes. Young men were expected to concentrate, engage, see the longer term benefits and behave appropriately (within and out of school). Young men were initially asked to opt into the programme, helped to identify their motivation for becoming involved and reminded of this when they had difficulties. Sometimes this was in general terms – 'remember, this will help you when you get to the workplace'; sometimes it was specific, and aimed at the individual – 'J, have you changed your mind about that? I thought you were really keen?'
- 3 *Learning, more important than teaching.* The emphasis was on young men 'learning about work and the workplace'. This sometimes meant that they were encouraged to find out, rather than being told, and methods were used to draw out the young men's own views; these were then questioned and engaged with. Many of the participants 'turned off' very quickly if they were being told, taught or lectured to. They were encouraged to ask, give their opinion and disagree with one another. This sometimes meant that learning took a little longer, but it happened with young men's active participation and willingness.

This approach was also used to support the exploration of young men's own career choices. They were encouraged to think beyond their initial career

preference. These were also taken at face value. If a young man said he wanted to become a professional footballer, this was explored. He was encouraged to find out, encouraged to visit football clubs, given information about 'the job' and put in touch with people (where possible), who knew what the next steps would be. This approach enabled them to arrive at a more realistic decision for themselves. An extended programme (one-and-a-half-terms) enabled this to unfold, rather than be reliant on a one-off career interview.

- 4 *Advocates and supporters.* At the core of the programme was a general approach that supported and encouraged the young men to engage, learn and find out about work and the workplace. It took them seriously, challenged and questioned them, but basically supported them in their aspirations. At the same time, there was a strong sense of purpose, and a clear focus on the tasks to be carried through. We wanted the young men to find the programme supportive. They were not expected to find it comfortable or easy.
- 5 *Individual or group member?* Thought was given to what was best dealt with within the group setting and what was more appropriate for individual discussion. School-based sessions were on the whole seen as focusing on general themes (interviewing, where to find jobs and application forms). Where possible, individual career aspirations, workplace visits, additional support and difficulties were dealt with in one-to-one discussions. Before and after sessions (where possible) and occasional individual interviews rather than group ones (these were scheduled at the beginning, in the middle and at the end of the programmes) were scheduled. This enabled 'individual business' to be dealt with in a more open way. One of the themes that emerged as the programmes developed was that, when it came to career aspirations, there was such a broad diversity that the strong group identities (so often mentioned by teachers within the school) began to recede, being replaced by support for each other's individual aspirations.
- 6 *Practical, but not necessarily imaginative methods and materials!* The strongest indicator from the pilot programmes was that the more practical the sessions were, the more positively young men responded to them. Some thought was given to imaginative methods and approaches, but not too much. Once young men were engaged in the programme, their tolerance, even for worksheets, went up significantly!
- 7 *Verbal, where possible.* The pilots also indicated that for most of the young men, their preferred method of communication was to talk. Where possible, sessions were discussion-based, which made them much more labour intensive for us, but much more productive for the young men. Where written materials were used, they were primarily for young men's reflections (writing-up visits, and questionnaires), or for individual information (careers and course details).

8 *Individual relationships at the centre.* From the initial individual interviews onwards, the importance of the young men themselves, their aspirations and the support they could expect to receive from the programme were at the centre of what was delivered. The importance of this enabled us to ask young men to get back on track (if their behaviour was detracting from the programme content) and to try harder, or do things that were new to them. It was noticeable that for a few individuals this relationship was not so clear, they made less of the course, and attention had to be given to keeping them engaged.

These eight elements also indicate the complex nature of boys' underachievement and preparation for the workplace. The relationship

between teachers and pupils is crucial, as are the types of approaches and teaching methods used within the classroom. Masculinity and how able and willing young men were in showing interest in the subject matter was significant, as were the classroom management techniques demonstrated by the facilitator.

This piece of work was approached with this complex relationship in mind, and the link between three inter-related components was identified as particularly significant. These were: attributes and types behaviour identified in young men (that constituted the need for their course attendance); identification of skills and attitudes that the young men lacked; and the methods and materials used by the facilitator that would build on the young men's confidence and existing strengths.

2 The 'Into Work' programme

Most schools offer about 20 hours of careers curriculum, two weeks work experience, a careers interview and some informal pastoral advice. While this may satisfy the majority of pupils' needs, the young men we interviewed in the previous study (Lloyd, 1999) found this inadequate; one of our conclusions was that some young men require additional support to ensure that as much learning about the workplace occurs before they get there.

The primary aim of the 'Into Work' programme was therefore to develop a programme that would add to what was currently available, with sessions and activities that would be relevant and of interest to young men currently underachieving within the school setting and that would develop their work-related skills and knowledge.

The careers curriculum would be extended to include sessions on workplace changes. These would include opportunities to reflect on masculinity, gender and their impact on the workplace, as well as extended individual advice, or exploration of different job sectors (including visits), for those young men who would benefit.

Many of the young men in our previous study said they would benefit from more experience of the workplace before they left school. Workplace visits were a major component of the programme. Many of the young men interviewed suggested that actual experience was of much more value than discussions or worksheets 'about' the workplace. The same was said about employment-related agencies (especially Job Centres, careers offices and colleges). Young

men's perceptions of employment services, especially Job Centres, were found to be very poor, and need to change if these young men are to use these services effectively.

Skills, experience and knowledge development

A number of skills, experience and knowledge components were identified as of particular importance. They included:

- Presentation and interviews skills.
- Phone, written application and other communication skills.
- Ability to recognise (and communicate) their own skills and weaknesses.
- Ability to see themselves (and others) through the eyes of employers.
- Direct experience of workplaces, as well as a Job Centre, careers service and college.
- Knowledge of the changing workplace.
- Increased knowledge of careers options open to them and individual support to focus on possible career paths (it was never a specific aim of the course to ensure that young men made any actual career decisions).
- The identification of what they could realistically achieve before leaving school (this may be in terms of exams results or in terms of re-focusing on the curriculum).

3 Pilot programmes

It was always envisaged that pilot programmes would be used to help identify skills and issues related to the workplace, to ensure that any problems that could be surmounted before the delivery of the programmes proper were ironed out at the pilot stage.

Initially, we looked for schools which had substantial numbers of underachieving young men; were situated within socially deprived areas; ran an existing careers programme; were keen to work with other agencies to improve delivery; and were willing to adapt their curriculum to meet the career needs of underachieving boys and young men.

Programmes were delivered in three Lewisham (South London) schools. Male pupils (in Year 10) whom the schools thought would benefit from the programme were identified. In School A, 20 were invited to a brief presentation, and asked to apply. They were then interviewed, before being invited to participate. In Schools B and C, staff were asked to identify pupils who were then interviewed individually and invited. Only three pupils were not invited

to participate (two at School C and one at School A). One had recently arrived from Kosova (language was too much of a barrier), another had extreme literacy problems which would have seriously inhibited his participation, and the third was thought to be too disruptive.

The interviews with individual young men were carried out to gauge their interest, and to make clear what was expected of them. It was stressed that they should only get involved in the programme if they wanted to; they would be treated as 'men', so would be expected to demonstrate a level of maturity and engagement (and 'mucking about' would not be tolerated). The programme would be as practical as possible and they would get the opportunity to go out of school into the workplace.

The individual interviews were also seen as an opportunity to engage with the young men about their work expectations. They were asked about their behaviour at school, and others' views of them. So, a basic picture of each young man was developed. For example:

Name:	DW	Form:
<i>Good subjects:</i>		Art, PE and football
<i>Difficult subjects:</i>		Maths
<i>Behaviour:</i>		Talks when he doesn't understand and when teachers do not explain things well enough
<i>Work interests:</i>		Computers (programming) and football
<i>Mum and dad's suggestions:</i>		Football, art and computers
<i>Interests out of school:</i>		Football, snooker, TV and Playstation
<i>My comments:</i>		Maybe needs to broaden views and aspirations

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<i>Name:</i>	JD	<i>Form:</i>	
<i>Good subjects:</i>			French and music
<i>Difficult subjects:</i>			English and humanities (too much to take in and teachers change)
<i>Behaviour:</i>			Says he 'talks back' and that teachers don't like that
<i>Work interests:</i>			Dixons, computers and selling TV
<i>Mum and dad's suggestions:</i>			Mum says 'it's up to you'
<i>Interests out of school:</i>			Mates
<i>Other comments:</i>			Thinking about Sixth Form (check his expected grades)

Issues and themes that emerged from the three pilots

- 1 Many of the young men selected by the schools for the project were on the verge of being excluded, were poor school attenders or extremely unpredictable. Two of the schools had seen this project as an opportunity to involve pupils that were on the verge of exclusion (this was, at least in part, because Working With Men had worked with this group within schools before). Initially, we had offered to work with boys who were underachieving; using this criterion only was a mistake!
- 2 The schools usually offer this type of opportunity to those young men who are already marginal to the school. If they are still regularly attending, the school prefers them to be in the curriculum lessons. There was a tension between the pupils this type of course would be most useful to, and those that the school was willing to release from the curriculum.
- 3 Of the 33 young men, only two had had any experience of the workplace (one had a paper round, the other worked in a shop). Some said that they had tried to get part-time jobs, but couldn't get any. It was difficult to say whether this was because of their personalities, or because there are fewer jobs available to young men (because of the shuffle down of the workplace).
- 4 At School C, we were involved in helping to arrange work experience for the young men. This proved to be very difficult. Many employers were reluctant (numerous stories of previous nightmares were related). Local sports shops, for example, said that they have had too many thefts from pupils at School C and therefore wouldn't take any more. In other employment areas (particularly IT), careers co-ordinators said that the opportunities were very limited. Some areas popular with young men (such as mechanics) were difficult because of the Health & Safety requirements of the

Education Department. Whether this was just Lewisham or more widespread is difficult to determine. However, our impression is that the work experience process may be grinding to a halt in at least some inner-city areas.

- 5 A number of problems arose in terms of rooms, times and agreements in all three schools. So, for example, we would turn up for sessions to discover that we were not expected, or that something else was happening in school (such as a visit by Princess Anne, curriculum days or staff training). Suitable dates and times for workplace visits were difficult to find within the curriculum and getting access to school transport was also problematic. The schools seemed to have difficulties dealing with outside agencies. We made it a habit to phone the school the day before we were going in, to make sure that we were expected and that the young men would be available for the session.
- 6 Young men selected for the courses were certainly underachieving, and inevitably had very low confidence. However, low confidence also led to reluctance to ask for help and to being open to learning about the workplace. Building up confidence in an area the young men had little experience and knowledge of became one of the major challenges of this piece of work.
- 7 Complex problems emerged when young men were talked to alone. For example (taken from the programme diary¹):

13 April (School B). J has been threatened with permanent exclusion. His mum has already thrown him out and he is living with his aunt. His dad has been in to see the Deputy Head. J isn't very confident, but he certainly isn't stupid. He says he thinks he has lost so much ground over the last two years, that he couldn't catch up. He says that English, Drama and PE are his best subjects. I talked to him about concentrating on fewer topics and that I would talk to the Deputy Head about disengaging him from the full curriculum, if he wanted me too.

Opportunities for young men to get individual help had to be built into the programme.

- 8 The more sessions and materials focused out of school and in the workplace itself, the better the young men responded. The more the sessions involved activity, the more they enjoyed them and the more they were encouraged to talk and develop their knowledge and ideas, the more they got involved. For example:

15 June (School B). Brought in local papers to look at jobs. Settled down well (except D), especially M and R. Asked them to find a job they would apply for. A lot of talk about meaning of terms such as 'London Weighting', how do you translate yearly to weekly pay and p.a. (per annum). A general reluctance to look further than pay and job titles. A lot of discussion about what wages they could expect.

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We then moved on to do some phone practice. M was straight in. He did a mock phone call for an application form, he was brilliant. R and H did really well, others a bit more reluctant. D and F were very reluctant, the least confident. Homework was given, which was to phone up for an application form which we would complete next week. D said he would need a lot of help filling out the form.

4 Curriculum and materials review

After the delivery of the pilot programmes, a review of existing materials was carried out to identify packs that would be of value in the delivery of programmes (but also to ensure that any new course materials developed and published would add to those currently available). The South Bank Careers Library in Woolwich had over 100 items, and these were reviewed. The following conclusions were drawn from this review.

Different forms

The materials came in a range of different forms. They included a substantial number of 'worksheets', descriptions of what jobs involve, role plays, games, scenarios, debate descriptions and a smaller number of videos, photopacks, CDs and other computer-based materials. Most of the materials reviewed were produced after 1994 (although much of the video material was older).

Different themes

A number of content themes emerged, including:

- Changes in the labour market.
- Self-awareness about skills and work-related attributes (especially pupils' strengths and weaknesses).
- Exercises that encouraged research skills (looking at different careers and different career pathways).
- Career decision making.
- Reflective exercises looking at knowledge of the workplace and work-related skills.
- Skills described as 'key skills', which were usually 'communication' and 'working with others'.

Narrow target age group

Virtually all of the material was targeted at pupils aged 14–16. While this is where careers education sits within the curriculum, little preparation material was available. One exception was 'Paws in Jobland', a pack of materials enabling 5- and 6-year-olds to identify that people carry out a range of different jobs and tasks.

Little targeted materials

While there were a number of interesting and useful packs, the main problem with many of them was that they were too general and attempted to target all pupils. This is of course the main purpose of many of them, as careers delivery continues to be targeted at mixed ability classrooms. However, this made many of the materials problematic in underachieving and socially excluded young men. When reviewing the material for use within the young men programmes, much of the material was found to:

- be too complicated and often contain too much information
- contain too many worksheets (one young man told us he would 'die by worksheet')
- have exercises that require a higher literacy and interest level.

Apart from a small number of packs and materials targeted at those pupils with learning

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difficulties, particular sub-groups have not become a part of the careers curriculum debate. This of course may change with the introduction of Connexions and the change in careers service focus.

5 Two further programmes

Two of the three schools where we had already delivered programmes were interested in our carrying out further courses.¹ This enabled us to test and hone the programme content and delivery further.

In School A, ten young men from Year 10 were interviewed; eight were offered places (having shown interest), six of whom were African-Caribbean. The other two were about to be excluded from the school. Five of the eight became the core of the group. Of the other three, one (who had been out of school for a year), stopped coming in again; another, after showing initial interest did not manage to get to any of the sessions; and the third stopped coming to sessions because his learning difficulty made the course material too difficult for him.

In School B, 11 were interviewed with only one not invited (because of his pending exclusion). One of those invited was African and another African-Caribbean. After a week, one more young man joined, and after six weeks one left. Otherwise, all saw the course through.

The programmes delivered were the same in both schools, consisting of school-based sessions that covered the following themes (see programme materials in Appendix 1 for further details); comments are from the programme diary.

The Work Game

This developed as a means of gauging young men's knowledge and experience of the workplace. It involves cards with questions about different jobs and the workplace. These are taken in turn by each of the participants. If they get the right answers, they keep it and the 'winner' is the one with most cards at the end.

Questions included 'what does p.a. mean next to the wages' and 'name three skills that a plumber needs'.

I was a little concerned they wouldn't be able to answer a lot of the questions, so I said they could 'ask a friend' or 'the audience'. This worked well and most questions provoked a discussion.

J and G in particular had a lot to say and were very well informed, with the academically brightest much less knowledgeable about the world. There were lots of jokes, but they wanted to know the answers. Most got the right answers with a lot of help, the result seemed less important than I had initially thought. We went round four times, the Game held their attention and it could have gone on much longer.

This initial session was also a time to talk through the programme and also to remind them of the approach and expectations (which I had already discussed with them individually).

Talked through the programme for the rest of the term and the agreements. I stressed 'treating them like adult men' and asked 'that's what you want isn't it?'. 'Yes' they said. I also talked about the practical approach, about their futures, that there would be written elements, but they would always be relevant. 'Even if you don't enjoy it, you will see the relevance'. I hit a lot of the right notes!

Job selection and phone experience

A sheet with a number of job ads was taken from the local paper; they had to choose one and phone for an application form and ask more about the job.

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I had arranged for our (WWM) administrator to be on a phone and field their calls from my mobile. They took turns to phone. The room went so quiet, people saying 'shhh' to each other. They asked me 'don't you mind us using my phone?', 'who exactly are we ringing?', 'can I really go for this job?' As they took turns, they started to write each other notes: 'ask her if there is an open day'. They took this really seriously and did very well. L and R were last, both nervous. L did it, but R couldn't, I didn't push it too far, but wish I had said that he does the next exercise first. This session seemed to work because they didn't know who they were ringing; they were nervous and excited; this led them to ask me what they should say; they were full of questions; it was real and a laugh; they had to do it and they got positive feedback from both me and the administrator.

Completion of an application form

They were posted an application form for whichever job they selected from the week before. This would be used as a basis for their interview (see below).

I got a barrage of questions about the application form, ranging from 'is forename my Christian name?' through to 'who do I put down as my references?' A lot of concern about what to put down for experience and even qualifications. 'Can I put down, helping my uncle on a market stall as experience?' They were full of questions (partly out of anxiety, I think). I had trouble keeping up with just eight, imagine what it would be like with 30! They were again very focused and engaged.

Interview experience

This was stretched over two sessions, with the first being a straightforward role-play with me interviewing them, followed by feedback from me and others, and then a general discussion about what the interviewer is looking for and what they need to concentrate on, more specifically. I also suggested a number of questions that they should always be prepared to answer – such as 'why do you want this job?', and 'what do you think you would bring to the job?' The second session, they were interviewed by someone they didn't know, to make the situation more 'real life'!

The session went well, a nice seriousness generally. B was great (apart from a couple of throwaways about N (careers interviewer) fancying two of the young men. I asked him to stop, he did.

P looked exhausted after his interview. I asked him if he was and he said 'yes, I am, I have never been interviewed before'. I thought he would be much more confident than that.

D borrowed J's jacket, K put on a tie (which he says he never does), G tried to look smart, but ended up looking scruffier. A was the most embarrassed, but also admitted it. There were a lot of supportive comments, but A was very much on the edge.

Work visits and careers information

Apart from the main session theme, there were also at least two elements being picked up as the weeks went by. The first was the three opportunities to visit workplaces of their choice.

They were expected to select and arrange these – with my help – and part of the session was used to either check up on progress or encourage them.

The initial interview was also used to identify what career areas they were interested in. Most had identified at least two alternatives, and initial information was photocopied – about half a page with qualifications, appropriate courses, qualities for the job and possible wage levels; this was increased (in both quantity and levels of detail) with their interests.

Handed out the sheet related to the first workplace visit. Loads of questions: 'where can I go?', 'do we have to wear school uniform?', 'do we have to go alone?' Most are really looking forward to this, but some anxieties. J said he would prefer to phone up when I was there. I encouraged him, said how impressed I was at his phone skills – which was fortunately true. K has come up with graphic designer as an alternative to football, but B is still only focused on football, which could be a problem.

J said he had made one phone call and they had said no. He said he came off the phone and his older sister and dad had been very critical of his phone manner and he had lost confidence. P phoned and had to hold on a while, so he hung up. Low confidence and low levels of patience were common. Asked if they wanted me to do a sheet with the questions to ask and those they should expect to be asked; most said yes.

Training options on leaving school

This session aimed to provide young men with the training routes after school and into work.

This was one of the most difficult sessions to prepare for. This was one session where they needed some basic information before they could have a view. A questionnaire was prepared together with some examples of 'routes' through the training maze.

They really liked the training quiz, and took it very seriously. A lot of intelligent chat and questions, as well as a laugh or two. They asked me direct questions looking for the answers, or guessing to see if they could tell the answers from my poker face! A lot of questioning after about whether they got the right answer or not. What does this say about how they gauge themselves?

We moved onto some examples of career routes (I had selected those that they themselves had wanted to look at – heating engineer, actor, mechanic, and graphic designer); this went well, given the complexity and shortage of clear principles!

Being a man in the workforce

This session involved my talking about the changes in the workplace – fewer men and more women, loss of industry etc. – and also some employers' attitudes towards young men. This also led to conversations about how others view young men's behaviour. Both groups were surprised by the changes, but more familiar with the attitudes towards them.

We looked at the changes in the workplace, they were all a bit surprised. I kept saying I wasn't trying to depress them, but they need to give of their best (in exams, interviews and in work). They were quiet, but reflective.

Visit to the Job Centre

This session aimed to give them the experience of seeing what is on offer and what they can and can't get from the Job Centre. On arrival, each of them was given a questionnaire, with questions about what jobs were on offer and what some of these jobs paid. One of the workers then gave us a 'tour' of the different sections within the centre.

Visit to the careers office

This session's aim was similar to the Job Centre. The visit itself got them through the door, looking at what was on offer, and gave them more confidence about what they could come back for. The library, meeting the advisors and knowing the opening hours were the most important elements. They also had the opportunity to get specific information on jobs they were interested in.

Visit to Lewisham College

This session was slightly more structured. The College Guidance Officer arranged for two second year students to give a tour of the college and talk to the young men. This worked well.

The Guidance Officer was very good, got them talking, stressed that students have responsibility for their own learning. We continued the tour, tutors were very helpful. The two students were excellent, a good mixture of information about college and about what life is like as a student. J, D & J became quieter and quieter, but they said that it was very useful. Need to pick-up on courses etc., when I see them individually, I think the benefits may come later.

Opportunities to discuss possible careers options were incorporated during (and after) these sessions and more specifically at the beginning, middle and end of the programme.

All visits were written up by the young men, and occasional tasks were given between sessions. So, for example, young men were asked to interview a family member about their early workplace experiences.

Assessment

After the third session, both groups of young men were asked how they wanted to be assessed. They were given two options:

- On the basis of attendance, receiving an attendance certificate, if they attended at least 80% of all sessions (including workplace visits).
- On the basis of attendance (as above), but also on their interviewing and phone skills, and on their knowledge of the workplace. This would bring them an attendance certificate, a competence certificate and also a reference (which would be written on the basis of their abilities and skills demonstrated during the course and the assessment process).

Interestingly, all of the young men opted for the latter, with the reference being the most attractive part of the package. The assessment process was spread over two separate days. On the first day they were interviewed (after having handed in an application form). These interviews were carried out by the Director of a local settlement. He was asked to be very formal and the young men were marked on a range of factors including presentation, questions asked, and their

ability to convey their skills and abilities. They also phoned for an application form and again were marked on their performance.

The second day was a review of what they had learnt, how far they had developed their ideas about a career, and they were asked questions about one of their career interests.

The third element of the evaluation process was an 'open paper' of 50 questions about the workplace which was given out on one Friday and collected a week later. Research, asking others and working together were encouraged.

6 Young men's views of the programme

Young men involved in both the programmes delivered in phase two were asked to complete a pre- and post-course questionnaire. Of the 18 that started the course, 14 completed (and passed) the evaluation process. Of the young men, six were African-Caribbean or African, one was Asian, and seven were white European. Findings and conclusions of the young men's evaluation of the course were as follows.

Comments about the course itself

When asked about the value of the course, all aspects were consistently marked as 'very useful'. When asked 'what was most useful', there was a very broad range of components. Only interviews (11), phone experience (6), college visit (5) and individual help (4) received any significant support, while the range included the view that the course provided 'a headstart with plans for a career', 'knowledge of the workplace', and 'getting used to what it's gonna be like looking for a job'. Interestingly, interview and phone experience was by far the most popular, with the 'out of school' visits the next.

How the course changed their views of the workplace and their careers

Comments fell into four distinct but related areas:

- 1 An increase in their understanding and knowledge:
 - 'to understand the workplace a lot more'
 - 'about how a college works'
 - 'what to expect at college'.
- 2 Helped them identify a career path and helped them focus:

- 'help me see what I wanna be when I leave school'
 - 'help me remember the qualifications that I will need'
 - 'it made me go for the right thing'.
- 3 Increased their confidence (especially of places and of people's expectations):
 - 'made me realise how much I had to offer'
 - 'gave me more confidence in approaching other people'
 - 'taught me not to be afraid to get some help'
 - 'I know what to say so I don't get scared in an interview'
 - 'its easier to fill out application forms now'
 - 'I can talk properly on the phone'.
 - 4 Identified barriers that will need to be overcome:
 - 'helped me realise it is not easy to get a job'
 - 'planning is vital'
 - 'employers expect a lot when interviewing'
 - 'I have to work harder'
 - 'I now know what skills I need'
 - 'made me realise I have to work harder'
 - 'it (the workplace) is not as easy as it seems'
 - 'there is a lot of work involved no matter what you do'.

By far the majority liked the practical and informal approach. Most valued the small group and even the assessment process. Almost half scored the 'male group' lower than all other aspects, but this still received mostly 3s on a 1–4 (not useful / very useful) scale.

7 Conclusions

- 1 It was important to target those young men that were underachieving, but who were still in school on a regular basis.
- 2 Targeting Year 10s provided enough time for the young men to re-focus on their time left in school.
- 3 There were a number of tensions between the programme and the school curriculum. Teachers understandably did not want young men to miss core curriculum classes. Further thought needs to be given to how the course is 'sold' to schools – whether it needs (at least in part) to be sold on its potential for refocusing young men.
- 4 Practical exercises and informal methods were particularly well responded to. It was also noticeable how much more mature the young men became when they were out of school.
- 5 Arranging workplace visits was difficult. Young men often left it late to make arrangements (a recurrent issue), and were surprised by how often they had to ring and leave messages before they received a reply. On occasions, I would make preliminary calls and found a lot of reluctance from employers to accept a visit. I often had to rely on personal contacts with local agencies. In future, this aspect of the course will need to be changed to allow for more support, and structured time to make these phone calls, and for local networks to be developed, to ease the young men into these workplace visits.
- 6 Fourteen of the young men were evaluated, with all of them passing the required level. These two days were approached very seriously. We had nerves, upset and excitement. Young men came in earlier for 'coaching sessions' and some described the evaluation as the best component of the course. Surprisingly, many of the young men were very enthusiastic about measuring themselves and taking 'exams' in this form, while they were much less enthusiastic about written exams and measures.
- 7 The programme worked because it was practical and easily applicable to the workplace; built on their confidence; helped them think and find out; provided them with individual and thematic help; expected a lot from them; and used materials that encouraged them to work out what they thought and the questions they had.
- 8 We have suggested that to ensure the success of such a programme, there should be clarity about the skills to be developed; workers with skills in working with boys and young men; and, finally, practical materials and practical activities that will engage young men easily and effectively. All three of these components seem to be essential to ensure that the 'Into Work' programmes work for both the young men and the school involved.
- 9 With the development of Connexions, mentoring schemes, changing roles in both careers and youth services (in relation to schools), further development and formalisation of personal, health, social and citizenship education, and the growth in partnerships between schools and outside agencies, there are significant opportunities to develop programmes such as 'Into Work'.

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- 10 While these courses have been developed within the school setting, we are confident of this programme's relevance to a range of other settings, including Youth Offending Teams (YOTs), Pupil Referral Units (PRUs), colleges and youth clubs.
- 11 For schools (and other settings) to integrate 'Into Work' programmes within the curriculum, we believe schools will need to become even more flexible in their approach and attitudes towards life-related, non-academic programmes. Schools are unable to deliver programmes such as this, partly because of the pressure of the National Curriculum, but also because their value will be with particular individuals who need help to identify the potential value of their school experience.
- 12 Underachievement of boys and young men, primarily involves difficulties in engaging young men in school-based activities and also difficulties for the school staff in engaging with them generally. In the literature review, we aimed to identify the types of behaviour and attributes that young men exhibited that led to their underachievement. Within the programmes, we tried to respond directly to ensure that young men engaged with both the materials and the worker. Our experience suggests that workers' skills and approaches are central to the effectiveness of the programme and, therefore, the delivery of these programmes is not for everyone.

Notes

Chapter 3

- 1 A detailed diary was kept by the project facilitator, to ensure that the project's development was carefully recorded. This included comments from young men, their responses to exercises, visits and detailed descriptions of session plans. For a project of this length, it was felt that a project diary would ensure that developmental learning found its way into this final report.

Chapter 5

- 1 The third had recently been inspected and the school was due to close at the end of the academic year.

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Appendix 1: Guidelines for schools

While programmes such as 'Into Work' are not exclusively school based, we envisaged that many schools will be interested in including such courses. We therefore suggest the following guidelines for schools, to ensure that delivery is of the highest quality.

- 1 A code of practice for working with external agencies is developed and its implementation monitored.
- 2 'Into Work' programmes are developed in conjunction with careers, Connexions, any other mentoring schemes, PHSE and pastoral work, and the school ensures that links are made with other curriculum areas, for example, PHSE, citizenship, humanities and drama.
- 3 A school liaison person is identified to ensure that the programme is carried out within the school's ethos and all of the benefits (as a result of the course) are picked up at the end of delivery.
- 4 Good links are developed between school and a broad range of workplaces in the local area.
- 5 Practical arrangements (classrooms, timing, staffing, mechanisms for communicating with programme tutors, transport for out of school visits and letters home) are in place before the programme starts.
- 6 Tutors with appropriate skills, experience and knowledge (see competences below) are identified for the delivery of the programme.
- 7 Core subject and other teaching staff understand the content and potential outcomes of the programme.
- 8 The young men involved are regularly in school, and 'at risk' of underachieving. This does not mean that the school only targets those expected to leave with no qualifications or those whose behaviour brings them in conflict with school, but it is targeted at those underperforming against their ability.
- 9 Out of school opportunities and, in particular, workplace and agency visits are offered and seen as central to the programme's delivery. Where possible, young men are encouraged and enabled to visit those workplaces of their choice.
- 10 Ensure that evaluation is built into the delivery of the programme and that young men's opinions are used as one measure of success and in determining future programme developments.
- 11 Individual interviews (by a senior teacher) are carried out with young men after the programme to gauge what benefit the course has been and to ensure that these benefits are brought into the curriculum (i.e. a refocusing of young men's attention in particular subjects).
- 12 Schools where there is a strong ethos of pupil entitlement to education will find these programmes much more easy to develop.

Appendix 2: Practitioner skills

In this appendix, the skills, knowledge areas and competences that would be useful for practitioners delivering programmes such as 'Into Work' with groups of young men are listed. We think there are three main categories, the most important of which are interpersonal skills. Unfortunately, these skills are not necessarily a part of any professional's training and, to some extent, may be part of an individual's personality. However, we are not of a view (and there is little evidence to suggest) that 'being male' is a requirement for being able to engage effectively with groups of young men.

Skills in working with young men

- 1 Ability to engage and communicate well with a broad range of boys and young men.
- 2 Relate to young men in ways which value who they are and what they can offer.
- 3 Work with young men to build skills of reflection and self-awareness.
- 4 Create an environment where they can discuss openly with one another their aspirations and opinions.
- 5 Enable young men to make links between values, behaviour and choice.
- 6 Enable young men to reflect on their skills, work attitudes and how they present themselves to others.
- 7 Work with young men to help them to identify and value their strengths and encourage them to pay attention to and build on the positive aspects of their self-image.
- 8 Encourage and provide regular opportunities that enable young men to experience success, congratulations from each other and building others' self-esteem.
- 9 Create an environment where young men can practice, reflect and develop skills that will be essential within the workplace.
- 10 Provide opportunities for young men to engage and build their confidence in a range of different workplace environments.
- 11 Provide opportunities for young men to reflect on their gendered attitudes and the impact these may have on workplace choices, aspirations and realities.
- 12 An ability to challenge young men, without provoking a defensive reaction.
- 13 An ability to both assess learning styles as well as create environments where learning can develop.
- 14 Possess classroom management skills and have an approach that can be firm, but fun.
- 15 An ability to manage a group, but not forget that they are individuals.
- 16 Be genuinely supportive of young men's aspirations.
- 17 A willingness to enable young men to explore what they think rather than want then to listen.

Organisation and planning skills

- 1 An ability to negotiate with schools and other agencies.

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- 2 Have access to transport and a knowledge of risk assessment.
- 3 An ability to plan ahead and be administratively organised.
- 4 Both a willingness and ability to advocate on young men's behalf when necessary.
- 5 An ability to prepare sessions tailored to groups of young men.

Knowledge base

- 1 An understanding of how developmental masculinity impacts on young men and the affects this may have on the learning environment.
- 2 Knowledge and/or access to careers information.
- 3 Local labour market information and intelligence.

Appendix 3: Project materials

Introduction

This set of materials should be read in conjunction with the methods and approaches described above. We believe that the programmes worked because of the relationship between the teaching methods used, the young men targeted and the materials outlined below. Alone, these materials are not offered as innovative or dramatically different from those already available; only within the context of the young men being targeted and the teaching methods applied do they become innovative and different.

These materials focus on a number of skills, experience and knowledge components identified as being particularly important. They included:

- Presentation and interviews skills.
- Phone, written application and other communication skills.
- Ability to recognise (and communicate) their own skills and weaknesses.

- Ability to see themselves (and others) through the eyes of employers.
- Direct experience of at least three workplaces, as well as a Job Centre, careers service and college.
- Knowledge of the changing workplace.
- Increased knowledge of careers options open to them and individual support to focus on possible career paths (it was never a specific aim of the course to ensure that young men made any actual career decisions).
- The identification of what they could realistically achieve before leaving school (this may be in terms of exams results or in terms of re-focusing on the curriculum).

The materials presented here were used in the context of schools in South East London. It will be necessary to rewrite these appropriately to make them as relevant as possible to the locality in which the programme is delivered.

Initial individual interview

Purpose

- To gauge young men's level of interest.
- To make clear what was expected of them.
- To engage with the young men about their work expectations; their view of their behaviour at school; and their perceptions of teachers' views of them.

Time

15–20 minutes for each interview.

Example

Name: DW Form: _____

Good subjects: Art, PE and football

Difficult subjects: Maths

Behaviour: Talks when he doesn't understand and when teachers do not explain things well enough

Work interests: Computers (programming) and football

Mum and dad's suggestions: Football, art and computers

Interests out of school: Football, snooker, TV and Playstation

My comments: Maybe need to broaden views and aspirations

Name: JD Form: _____

Good subjects: French and music

Difficult subjects: English and humanities (too much to take in and teachers changed too often)

Behaviour: Says he 'talks back' and that teachers don't like that

Work interests: Dixons, computers and selling TV

Mum and dad's suggestions: Mum says 'it's up to you'

Interests out of school: Mates

Other comments: Thinking about Sixth Form (check his expected grades)

Materials needed

Pro-forma interview sheet.

Activity and process

Each young man is interviewed in turn. The pro-forma is worked through with the worker trying to get as good a picture of the young man as possible. Aspirations and likes are focused on as much as problems and difficulties.

Expected process and outcomes

A basic picture of each young man is developed, as in the example below.

Pro-forma interview sheet

Interview schedule

School: _____

Name: _____ Form: _____

Good subjects:

Difficult subjects:

Behaviour:

Work interests:

Mum and dad's suggestions:

Interests out of school:

Other comments:

Workplace game

Purpose

To provide an easy way of engaging with the programme content; to help gauge levels of knowledge and interest and to see who gets on with whom.

Time

At least 35 minutes.

Materials needed

The 51 questions photocopied onto cards and a copy of the answers.

Activity and process

Each young man takes a card and answers the question on it. If they answer correctly, they keep the card. If they don't, they put it on the used pile.

The game goes on for as long as the lesson continues, and the winner is the person with the

most cards. We have often used the following feedback at the end:

- If you have six cards: don't worry, you will get a job and live happily ever after.
- If you have four cards: you know enough to get by.
- If you have less than four cards: you need this course desperately!

Expected process and outcome

This game tests young men's knowledge of the workplace. Some show that they are already fairly knowledgeable, while sometimes the more able (academically) some young men might be, the less they might know about the world. This session is usually lively, and we worry less about making sure that young men learn something and more about what they already know. This provides a base for the later sessions.

Questions to photocopy

Workplace game

- 1 What does p.a. mean next to wages?
- 2 What does CV mean?
- 3 Name three things that you would put on a CV.
- 4 What is the minimum wage?
- 5 How much is the minimum wage?
 - a £2.80
 - b £3.70
 - c £4.80
- 6 If you earn £250 a week, how much do you earn a year?
- 7 How much would you expect to earn as a newly qualified teacher?
 - a £200 a week
 - b £600 a week
 - c £1,500 a week
- 8 How much would you expect to earn as a professional footballer with Millwall?
 - a £600 a week
 - b £2,000 a week
 - c £20,000 a week
- 9 How much would you expect to earn as a plumber, after you have qualified?
 - a £300 a week
 - b £400 a week
 - c £700 a week
- 10 What qualifications do you need to go from school to university?
 - a Ten GCSEs
 - b Two 'A' levels
 - c Three grade 1, 'A' levels
- 11 What qualifications do you need to train as a mechanic?
 - a None
 - b Four GCSEs
 - c Two 'A' levels
- 12 What qualifications do you need to train as a nursery nurse?
 - a None
 - b Four GCSEs
 - c Two 'A' levels
- 13 An employer can advertise a job asking for a man (and not a woman) whenever they want.

TRUE FALSE
- 14 An employer can advertise a job asking for a white person (and not a black person) whenever they want.

TRUE FALSE
- 15 An employer can advertise a job asking for someone over a certain age (and not a younger person) whenever they want.

TRUE FALSE

Underachieving young men preparing for work

- 16 Even if your employment contract says you work from 9.00 to 5.00, Monday to Friday, your employer can still ask you to work on a Saturday.
TRUE FALSE
- 17 If you are in a job, your employer doesn't need to give you a contract.
TRUE FALSE
- 18 The tax allowance for an unmarried man is:
a £2,652
b £4,385
c £8,720
- 19 Who will win this season's premiership title?
a Charlton Athletic
b Manchester United
c Someone else
- 20 Who will win this season's champions league title?
a Barcelona
b Real Madrid
c Someone else
- 21 If you are looking for a job as an actor, in which magazine should you look?
a *TV Times*
b *Variety*
c *Vogue*
- 22 At what age can you get a part-time job?
a 10
b 13
c 15
- 23 You cannot get a job unless you have a National Insurance number.
TRUE FALSE
- 24 If you are at school, you cannot work in the evenings.
TRUE FALSE
- 25 If you are a professional footballer, which union would you be in?
a PFA
b NALGO
c NUT
- 26 Name two skills you need to be a plumber.
- 27 Name two skills you need to be a teacher.
- 28 Name two skills you need to be a doctor.
- 29 Name two skills you need to be a carpenter.
- 30 Name two skills you need to be an accountant.
- 31 Name two skills you need to be a computer programmer.
- 32 Name three skills you have that will make you more employable.
- 33 What does NVQ stand for?
a Not Very Qualified
b National Vocational Qualification
c National Voluntary Qualification
- 34 What does YT stand for?
a Youth Training
b Your Turn
c Youth Trouble

- 35 You can only do City and Guilds in the City of London.
TRUE FALSE
- 36 Where would you go for advice about becoming a teacher?
a Job Centre
b Careers office
c Local school
- 37 Where would you go for advice about becoming an electrician?
a Job Centre
b Careers office
c Local college
- 38 Where would you go for advice about becoming an architect?
a Job Centre
b Careers office
c Local paper
- 39 At what age are you entitled to Jobseeker's Allowance?
a 16
b 18
c 21
- 40 At what age are you entitled to leave school?
a 14
b 16
c 18
- 41 At what age are you entitled to a state pension?
a 60
b 65
c When you finish work
- 42 At what age can you start work full-time?
a 14
b 16
c 18
- 43 How much would you expect to earn at Sainsbury's?
a £4.59 an hour
b £6.80 an hour
c £8.50 an hour
- 44 If you have a criminal record, you can't become a nursery worker.
TRUE FALSE
- 45 If you have a criminal record, you can't work with people at all.
TRUE FALSE
- 46 If you have a criminal record, you can't get a job where you are responsible for money.
TRUE FALSE
- 47 Who earns most money when they are newly qualified, an electrician or a nursery nurse?
- 48 Who earns most money when they are newly qualified, a teacher or a computer programmer?
- 49 Who earns most money when they are newly qualified, a plumber or an electrician?
- 50 You need a degree to become a teacher.
TRUE FALSE
- 51 All workers are entitled to holiday pay.
TRUE FALSE

Select a job and phone for an application form

Purpose

To provide young men with a simulated experience of identifying a job and phoning for an application form. The session also aims to increase their confidence in using the phone.

Time

An initial 10–15 minutes to describe the process and allow for questions about the adverts as well as time to identify the job they want to apply for. Enough time will need to be allowed for each person to phone up and get feedback from yourself or the person on the other end of the phone. Sometimes we have written numbers on small sheets of paper, so who is going next is established beforehand. This reduces the possibility of time being used up as anxiety creeps in for some of the young men.

Materials needed

Photocopied sheet of jobs; access to a phone and someone to ring to act as both switchboard and the person to ask about the job and give personal details for an application form.

Activity and process

Hand out the 'select a job' sheet, asking the young men to read through each job and decide which one they want to apply for. They are also asked to decide on one question to ask about the job. Each then takes a turn to phone someone who has been briefed to take the calls. They are briefed as follows:

Each young man will ring the number and you can be a switchboard operator saying 'General Company Limited'; they will then ask to speak to Ms Jones, and you can say 'hold on I will put you through'. If they don't ask for Ms Jones you can do a curt 'who DO you want to speak to'. Then, you can be Ms Jones. They will (hopefully) ask for an application form to be sent to them, will need to give their name, address and contact number and may ask you for more information about the job. If you want to ask them any questions, then do so. I want this to be as real as possible.

Expected process and outcome

This session works particularly well because it is more than a role play. They are actually phoning and speaking to someone they do not know; this always give the session an edge, as you will see from this excerpt from the project diary:

I had arranged for our (WWM) administrator to be on a phone and field their calls from my mobile. They took turns. The room went so quiet, people saying 'shhh' to each other. They asked me 'don't you mind us using my phone?', 'who exactly are we ringing?', 'can I really go for this job?'. As they took turns, they started to write each other notes: 'ask her if there is an open day'. They took this really seriously and did very well. L and R were last, both nervous. L did it, but R couldn't, I didn't push it too far, but wish I had said that he does the next exercise first.

Nerves and false arrogance are always a significant part of this session, and the learning is often substantial. As the young men give their home addresses, we usually post out the application form, to take the simulation still further.

‘Select a job’ sheet

Task for today

1. Select a job.
2. Think what you need to know and ask.
3. Phone up for an application form to be sent to your home address.

You will then be expected to complete this form, apply for the job and be interviewed.

<p>Cleaners Required (Full Time) In XXXX Road, Woolwich 8.00am–5.00pm Monday to Friday Plus Overtime and Weekends Experience preferred but not essential £35.00 per day telephone 020 XXXX XXX for further details</p>	<p>XXX COMPANY FULL TIME CASHIERS WANTED Age 16–25yrs. Wages £200+. No experience required as full training will be given. For further details please contact Blackheath on: 020 8XXX XXXX Or Waterloo 020 7XXX XXXX</p>	<p>OFFICE JUNIOR Required for busy office. You must be articulate, literate and numerate. Computer skills an advantage. Full training will be given. Mon–Fri, 8.30am–5.00pm. £8,500/annum. 020 8XXX XXXX for an application form. Based near North Greenwich Station.</p>	<p>£10 HOUR Immediate vacancies to train to be a part-time driving instructor for local driving school Around £10 hour when trained, hours to suit, age and experience unimportant but 4 year licence essential. Interviews 020 8XXX XXXX Ref:XYZ123</p>
<p>PACKERS Warehouse staff req’d, immd start, all shifts available. Wages £3.60–£7.20 phr. Age 21–60 M/F Busy agency 020 7XXX XXXX</p>			

PARKING ATTENDANTS
XXXXX
UP TO £12,600 BASIC PLUS BENEFITS
42.5hr per wk Shift Work (plus 5hrs overtime)

If you would like to contribute to effective traffic management and don’t mind working outdoors then READ ON...

XXX Company is the UK’s leading operator for On-Street parking enforcement. We are responsible for issuing parking notices to vehicles in contravention of the Road Traffic Act 1991.

The job requires good communication skills, as you will be providing directions for visitors to London, explaining to drivers why they have received a ticket, and recording essential information in daily logbooks. You will need to be 20 or over, fit and self motivated.

XXX Company, recognised as an Investor in People will provide training to familiarise you with the regulations, and there are numerous opportunities for progression and development as we actively promote from within. Successful candidates should be willing to work towards an NVQ.

Included in the remuneration package is full uniform (including footwear), free dry cleaning service, paid annual leave, a company sick pay scheme and attendance bonuses.

If you would like to find out more about the job then please phone the following number: 020 7XX XXXX to book your place on our next recruitment Open Day.

XXX School & Centre for Pupils with Autism
XXX XXXX,
London
Tel: 020 7XXX XXXX
Headteacher: XXXX XXXXXX

Senior Midday Meals Supervisor
£10.25 per hour (incl. LWA)
7.5 hours per week Term Time Only

Required from 1st November 20XX or sooner, a Senior Midday Meals Supervisor who will lead and be part of a team of ten Midday Meal Supervisors. Four persons allocated to children in the Mainstream and six persons allocated to the Centre for Autism.

The successful candidate will be responsible for:

- Overseeing the general management of the lunchbreak
- Helping the children develop socially and to play creatively
- Promoting the integration of children from the Centre for Autism with children from the Mainstream classes

The successful candidate will need to demonstrate:

- Good interpersonal and organisational skills
- Good oral and written communication skills

If you would like to become a part of our school team, contact the school office for an application form and job description. Telephone: 020 7XXX XXXX.

XXX Borough aims for quality service and equal opportunities for all.

Completion of application forms

Purpose

To provide young men with an opportunity to reflect on the skills and attributes they will need to put across in an application form and to increase their confidence.

Time

At least 35 minutes.

Materials needed

Copies of application forms, such as the two examples here.

Activity and process

A very basic application form is provided and the focus is on presentation of skills and attributes linked with the specific job that the young men have chosen to apply for. It is explained that they will be interviewed for the

same job the following week and the application form will be the basis of the interview.

Expected process and outcome

While initially there was some reluctance to carry out a written task, especially when they appeared to have so little to put on the form, once they start to ask questions such as 'what can I put on it then?', or 'what counts as experience?', if you are prepared to work a bit, this can be a very useful process. Some young men find it more difficult to put themselves in the position of being an employer, and may need some encouragement. 'If you were looking for a cashier, what qualities would you be looking for?' This process needs to be kept very simple for it to work: asking questions of them, teasing out skills and their views of what attributes different jobs require. By this stage, we are usually in the position of being able to identify qualities and attributes they could put on their forms.

Application form example 1

**General Company Limited
320 Commercial Way
London SE15 1QN**

1 December 20XX

Dear applicant

Please find enclosed an application form for the post that you requested.

Before you complete this application form, please think through the skills and attitudes you think the job will require and be sure to mention these in the supporting information section. As this is a practice run for you, feel free to make up qualifications and job experience that would be relevant for the post. Remember, employers are as concerned not to appoint someone who is over qualified as they are about someone who is under qualified.

Please complete this application form and return it to the room we meet in by 5 December 20XX.

Regards

Underachieving young men preparing for work

Application form example 2

General Company Limited – application form

Please note that only information given on this application form will be considered in determining whether or not you will be called for interview. CVs will only be accepted as a means of detailing your qualifications and previous experience.

1. JOB DETAILS

Post applied for: _____

2. PERSONAL DETAILS

Your family name: _____ First names: _____

Address: _____

Telephone home: _____ Telephone work: _____
May we contact you there? Yes/No

Date of birth: _____

3. EDUCATION, TRAINING AND DEVELOPMENT

Please list your relevant qualifications (or expected qualifications) or courses (or enclose a CV)

Date (month-year)	Qualifications
_____	_____
_____	_____
_____	_____
_____	_____

4. PRESENT AND PAST EMPLOYMENT AND EXPERIENCE

Please give details of previous paid and voluntary employment. For each job, detail dates of employment, employer, and duties undertaken, starting with the most recent first (or enclose a CV).

Dates (month-year, from-to)	Employer	Duties undertaken
_____	_____	_____
_____	_____	_____

Dates (month-year, from-to)	Employer	Duties undertaken
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please give details of any relevant skills/experience gained outside employment.

5. REFERENCES

Please give the name and address of two referees, one of whom should be your current or most recent employer who can comment on your suitability for this post. No references will be sought without your consent

<i>Referee 1</i>		<i>Referee 2</i>	
Name: _____		Name: _____	
Position: _____		Position: _____	
Address: _____		Address: _____	
Telephone No. _____		Telephone No. _____	
In what capacity does this person know you?		In what capacity does this person know you?	
_____		_____	

6. SUPPORTING INFORMATION

Please detail why you are applying for this job.
(continue on additional sheet if necessary)

7. DECLARATION

I declare that the information I have given on this form is correct and complete. False or misleading statements may be sufficient grounds for cancelling any agreements made, or for disciplinary action to be commenced.

Signed _____ Date _____

Interview experience

Purpose

To provide young men with an opportunity to reflect on the skills and attributes they will need to exhibit during an interview. To enable them to see what an employer will be looking for. To explore the links between the application form and the interview. Also, to increase their confidence in their own presentation skills.

Time

Enough time for each person to be interviewed and receive feedback from other young men and those interviewing (this may mean that this stretches over two sessions).

Materials needed

Completed application forms, possibly a 'guest' interviewer, interview and interviewee sheets.

Activity and process

This session usually starts with a set of questions to the young men about what is the purpose of an interview. What is the interviewer looking for? And what does the interviewee want to get across? These are put up on sheets and referred back to at the end of each interview. 'Would the interviewer have known that you were trustworthy?' 'Did you think you got across that you were interested in the job?'

At this initial stage it is suggested that there are some basic questions that most job interviews include (e.g. 'why are you applying for this job?', 'what skills would you be bringing this job?') and that we would focus on these. This ensures that there are no surprises for the young men and that they can gain confidence from the predictable and also have the opportunity to prepare their answers if they want to.

Each person takes a turn being interviewed (for about five minutes), which is followed by their own view of how well they did, then everyone else gets to say first, what they did well and then what they might do better. The fact that everyone has to be interviewed reduces the possibility that there will be any slagging off.

Expected process and outcome

Because of its practical theme, and the coaching of both questions and guidance of what needs to be put over, most young men do well. There is usually a lot of embarrassment, and the more difficulties they have, the more we are encouraging and supportive. When this happens young men themselves are very, very critical of themselves. By this stage of the course, hardly any defensiveness is apparent and young men are keen for guidance and reminders.

Interview sheet

Interview experience

Points that you said were important

- Know the job you are applying for
- Make eye contact
- Communicate clearly and with confidence
- Be friendly
- Be polite
- Think about dress
- Look (and be) interested
- Get there on time
- Have at least a couple of questions to ask about the job
- Be prepared to answer a number of standard questions:
 - Why do you want the job?
 - What personal qualities would you bring?
 - What relevant experience do you have for doing this job?
 - When could you start?
 - Do you have any questions about the job?

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Interviewee sheet

Interviews

Did you get over:

Your strengths and abilities	YES	NO
Your interest in the job	YES	NO
What you can offer	YES	NO

Did you ask about:

What you will be doing	YES	NO
Training	YES	NO
Career prospects	YES	NO

Remember, the employer will be looking for:

- Good timekeeping
- Hard-working
- Flexibility
- Your ability to work in a team
- Your interest

What are employers looking for?

Purpose

This session aims to help young men identify what skills and attributes employers are looking for; the stereotypes that may exist about young men; and also for them to reflect on what skills and attributes they already have and what they may want to develop.

Time

At least 35 minutes.

Materials needed

Reflection sheet entitled 'Do you have the skills and abilities that employers are looking for?' and a flip chart (or large sheets of paper).

Activity and process

Copies of the 'reflection sheet' are handed out, and it is explained to young men that there are

certain skills and attributes that employers are looking for, and many are of the view that young men, in particular, do not possess these skills and attributes. They are then given the time and encouragement to complete the sheets. This is followed up with a discussion about what skills they have and how they may get those they do not have.

Expected process and outcome

Young men have often needed some discussion about what 'take responsibility for myself' and other elements mean and often wanted to know 'to what level'. They have valued the opportunity to measure themselves against the list and to know what employers are looking for. This session has been very useful preparation for the interview session and/or the CV session.

Underachieving young men preparing for work

Reflection sheet

Do you have the skills and abilities that employers are looking for?

Ask yourself the following:

Do I do these all the time / most of the time / some of the time / rarely / don't know?

	All	Most	Some	Rarely	DK
I arrive to lessons on time	1	2	3	4	5
I concentrate in lessons	1	2	3	4	5
I contribute positively in discussions	1	2	3	4	5
I take instructions from the teacher	1	2	3	4	5
I concentrate on the task	1	2	3	4	5
I get distracted in class	1	2	3	4	5
I show interest in the subject matter	1	2	3	4	5
I am able to express myself					
verbally	1	2	3	4	5
in writing	1	2	3	4	5
on the phone	1	2	3	4	5
to those in authority	1	2	3	4	5
in an interview setting	1	2	3	4	5
I am able to work as part of a team	1	2	3	4	5
I am a basically positive person	1	2	3	4	5
I can be trusted to get on with my work	1	2	3	4	5
I can take responsibility for myself	1	2	3	4	5
I can take responsibility for others	1	2	3	4	5
I can stand up for myself	1	2	3	4	5
I have a sense of humour	1	2	3	4	5

Do you have these skills?

I can type	YES	NO
I can use computers for writing letters	YES	NO
I can communicate to others about my skills	YES	NO
I can communicate to others about my weaknesses	YES	NO
Other people like working with me	YES	NO
I have experience of the workplace	YES	NO
I can spell	YES	NO
I can add up	YES	NO
I can write an application form	YES	NO

I know what is involved in interviews	YES	NO
I have a good phone manner	YES	NO
I can work by myself	YES	NO
If I am given a task to do, I can get on with it	YES	NO

circle YES or NO

I would like to develop the following skills and attitudes:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Training options on leaving school

Purpose

This session aims to provide young men with some basic information about the training routes after school and into work.

Time

Twenty minutes to complete and give answers to the questionnaire, followed by at least 25 minutes to highlight different routes from school to certain jobs.

Materials needed

Copies of the questionnaire, qualification descriptions and the examples of 'routes'.

Activity and process

The questionnaire is handed out and young men are given 10 minutes to answer. Cheating is

allowed! After this has been 'marked', we look at what qualifications they may get and then at the different 'routes' there may be through the training maze.

Expected process and outcome

They really liked the training quiz, and took it very seriously. A lot of intelligent chat and questions, as well as a laugh or two. They asked me direct questions looking for the answers, or guessing to see if they could tell the answers from my poker face! A lot of questioning after about whether they got the right answer or not. What does this say about how they gauge themselves?

We moved onto some examples of career routes (I had selected those that they had themselves wanted to look at – heating engineer, actor, mechanic, and graphic designer); this went well, given the complexity and shortage of clear principles! (taken from the Project Diary)

Questionnaire

Qualifications quiz

1 What does NVQ stand for?

2 What qualifications do you need to become a doctor? (circle all)

BTEC	GCSE A–C
Modern Apprenticeship	'A' levels
Degree	GNVQ
City and Guilds	pass entry test
	City and Guilds
Specialised course	NVQ

3 What qualifications do you need to become an actor? (circle all)

BTEC	GCSE A–C
Modern Apprenticeship	'A' levels
Degree	GNVQ
City and Guilds	pass entry test
	City and Guilds
Specialised course	NVQ

4 What qualifications do you need to become an electrician? (circle all)

BTEC	GCSE A–C
Modern Apprenticeship	'A' levels
Degree	GNVQ
City and Guilds	pass entry test
	City and Guilds
Specialised course	NVQ

5 What does BTEC stand for?

6 How long does a modern apprenticeship take to complete?

6 months	1 year	2 years
3 years	4 years	

7 What qualifications do you need to become a sports and recreation manager? (circle all)

BTEC	GCSE A–C
Modern Apprenticeship	'A' levels
Degree	GNVQ
City and Guilds	pass entry test
	City and Guilds
Specialised course	NVQ

8 How long does a degree take to complete?

6 months	1 year	2 years
3 years	4 years	

9 How many did you get out of 8?

Underachieving young men preparing for work

Qualification descriptions

Qualification options

National Vocational Qualification (NVQs)

The job-specific vocational qualification aims to train through the job. You are judged on your ability to perform the tasks related to the job. There are 11 broad occupational areas and you can gain NVQs on five different levels (1–5).

General National Vocational Qualifications (GNVQs)

These are similar to NVQs, but have broader categories and are at three levels.

Business and Technology Education Council (BTEC)

This offers nationally recognised qualifications in areas such as caring, computing, construction, engineering and leisure.

There are Certificates (part-time) and Diplomas (full-time), and a number of levels which require different entry qualifications (from none to GCSEs).

City and Guilds

These are available in over 400 subjects such as media, travel and tourism, and engineering.

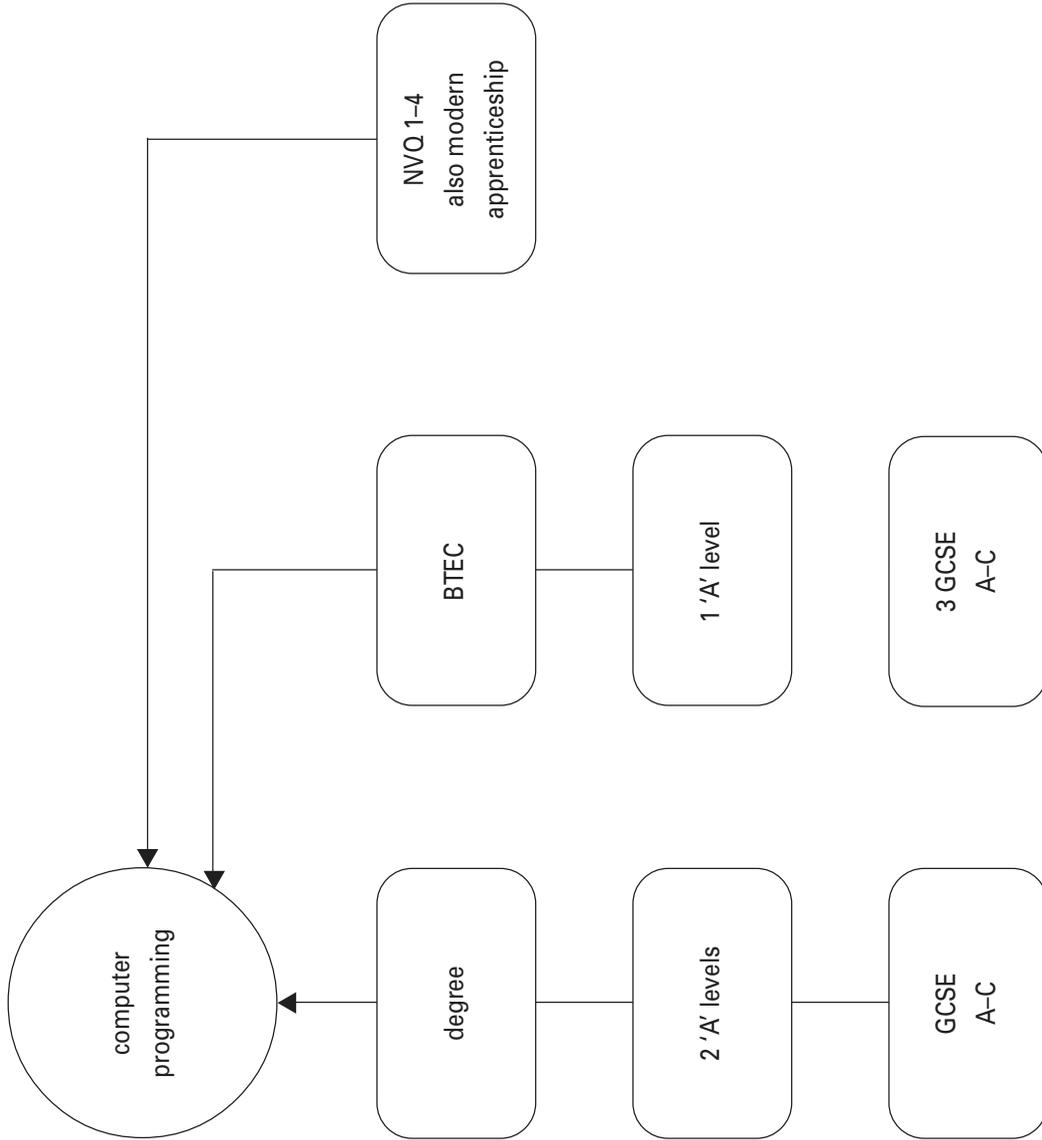
Youth Training (YT)

Youth Training for 16–17-year-olds aims to provide broad vocational education and training.

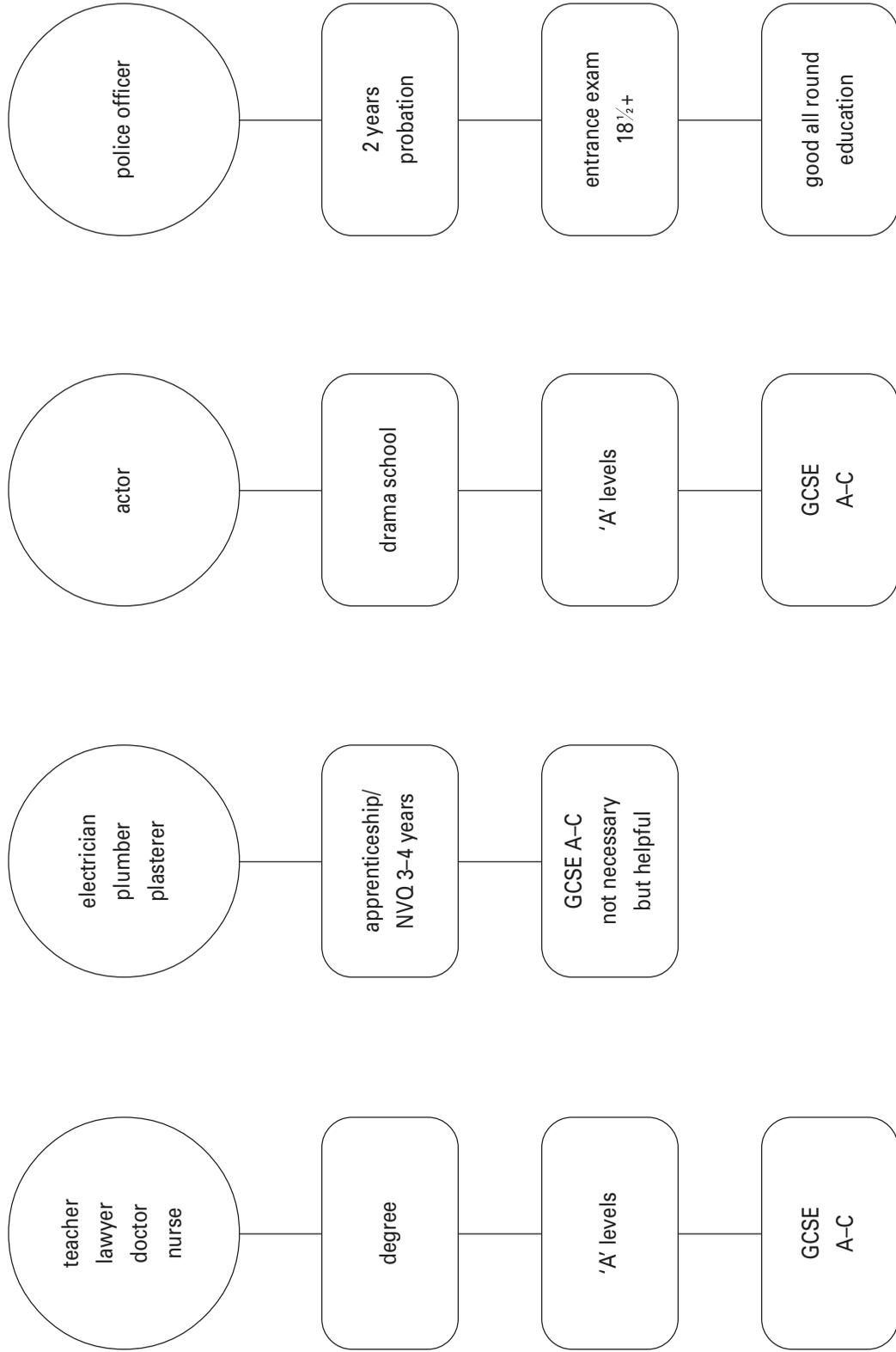
Modern Apprenticeships

These aim to ensure that young people obtain higher levels of vocational skills. They are designed by the apprentice, employer and local TEC, who also agree on payment.

Examples of routes: some job training is more complex



Examples of routes: some job training is straightforward



Being a man in the workforce

Purpose

This session aims to inform young men about the changes in the workplace (such as fewer men and more women, and the loss of industry) and also some employers' attitudes towards young men.

Time

At least 35 minutes.

Materials needed

The Labour Market basic statistics and changes and 'Employers' attitudes to young workers' sheet.

Activity and process

Labour Market summary handed out and young men told the basic messages followed by a discussion. This is followed by a discussion about what employers think of young men.

Expected process and outcome

Both groups were surprised by the changes, but more familiar with the attitudes towards them. This also led to conversations about how others view young men's behaviour.

We looked at the changes in the workplace, they were all a bit surprised. I kept saying I wasn't trying to depress them, but they need to give of their best (in exams, interviews and in work). They were quiet, but reflective. (from Project Diary)

Underachieving young men preparing for work

The Labour Market – basic statistics

Men and women in the workforce

	Thou- sands	Emp- loyees	Self/ emp	Un- paid	f/t	h/t
Males	15,031	12,531	2,356	35	13,645	1,382
Females	12,219	11,280	820	65	6,773	5,444

Labour Force Survey, 1999

16–24-year-old men and women in the workforce

	Males	Females
16–17	322	328
18–24	1,724	1,483

(in '000s) ONS, LFS, 1999

Changes in the workforce over time for 16–24-year-olds

	Males (million)	Females (million)
1971	3.0	2.3
1991	3.1	2.6
2001	2.4	2.1

Census and Labour Force Survey, 1999

Employed by gender and ethnicity (%)

	16–24		25–44
	Male	Female	Male
White	79	71	94
Black-Caribbean	74	53	88
Black-African	53	34	84
Indian	60	52	94
Pakistani	54	37	88
Bangladeshi	52	31	85
Chinese	31	–	82

Labour Force Survey, 1999

Employees by gender and occupation

	Males		Females	
	91	99	91	99
Managers and admin.	16	19	8	11
Professionals	10	11	8	10
Assoc. prof. & tech.	8	9	10	11
Clerical and sec.	8	8	29	26
Personnel	7	8	14	17
Selling	6	6	12	12
Machinery op.	15	15	5	4
Others	8	8	10	8
All (mill)	11.8	12.4	10.1	10.8

ONS, Labour Force Survey, 1999

Unemployment rates in the UK for males aged 16–24

	1995	1999
16–17	15.4	18.9
18–24	15.7	17.7

ONS, Labour Force Survey, 1999

Average earnings for manual and non-manual jobs

	Average	With o/t	Average	With o/t
Manual				
Under 18	138.6 (m)	8.6	144.9 (f)	6.5
18–20	208.9	18.2	175.9	7.4
21–24	273.4	29.4	207.6	11.8
Non-manual				
Under 18	155.0 (m)	9.5	145.9 (f)	4.9
18–20	211.2	11.7	193.2	6.7
21–24	334.6	13.6	267.3	7.4

New Earnings Survey, GB, 1999

Appendix 3: Project materials

Jobs created and jobs lost, 1969 and 1999

	1969	1978	1999
Construction	1,463	1,269	1,092
Catering/hotels	708	895	1,326
Transport/storage	1,560	1,446	1,462
Vehicles	823	764	172

Annual Abstract of Statistics, 1980 and 2000 editions

Young people in education – England (%)

Males	1986	1998
16	80	83
17	58	78
18	41	61
All 16–18	60	74

Females

	1986	1998
16	81	89
17	53	79
18	33	59
All 16–18	55	75

Department of Education and Employment, 1999

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The Labour Market – basic changes

What is happening out there

- Nearly as many women in the workplace as men.
- It is harder for 16- and 17-year-olds to get jobs (except for 'crap jobs').
- Fewer black young men (16–24) in the workplace than white.
- Unemployed rates for 16–17-year-olds are going up, and there are a fifth fewer 16–24-year-olds in the workplace than 30 years ago.
- The average earnings of males under 18 is £136.60 per week..
- The average earning of male 21–24-year-olds is £273.40.
- Females under 18 earn more than males under 18 (£144.90 a week on average).
- Traditional 'male jobs' are on the decline (construction, transport and manufacturing), while traditional 'women's jobs' are on the rise (catering, childcare, retail).
- More young adults are staying on at school or going to college (three-quarters of 16–17-year-olds).

Basic messages

- 1 There are fewer jobs out there for 16–18-year-olds.
- 2 More people are staying on at school.
- 3 Traditional male jobs are on the decline.

Your response

- 1 Get qualified – whatever you want to do.
- 2 Decide whether you want to take 'crap jobs' and for how long.
- 3 Don't be restricted by jobs men are supposed to do.
- 4 Make the most of what you have got.

Employers' attitudes to young workers

What some employers think

- Workers need experience of similar tasks to the ones they want done.
- Workers need experience with the same type of employer.
- Workers need basic work experience of any kind.
- If workers have had training of some kind, they have more potential and competence.
- Long spells of unemployment are associated with poor motivation and a lack of up-to-date work skills.
- Ability to work with other employers is very important.
- If your literacy and numeracy are poor you will be a poor employee.
- Young people lack basic work skills such as good time keeping, ability to take the initiative, ability to take instructions (especially young men) and eagerness (and interest) to work.

Visit to a Job Centre

Purpose

This session aimed to give young men the experience of seeing what is on offer and what they can (and can't) get from the Job Centre.

Time

At least one-and-a-half-hours (dependent on the distance from the Job Centre).

Materials needed

Transport! Job Centre questionnaire.

Activity and process

On arrival, each of the young men is given a copy of the questionnaire and asked to look at the job cards and answer the questions. One of the Job Centre workers could then give a 'tour' of the different sections within the centre.

Expected process and outcome

Young men usually enjoyed being out of school. Sometimes there was a little embarrassment of being in a crowd within the Job Centre. They were often glad to have a task (the questionnaire) and usually reacted well to the talk.

Questionnaire

Into Work – Job Centre questionnaire

- 1 How much could you expect to be paid for the following jobs (if there is some variety then answer from £XX to £XX, put the hourly rate where possible):
- a Cleaning £ _____
 - b Driving £ _____
 - c Cooking £ _____
 - d Childcare £ _____
 - e Supermarket
(and other shops) £ _____
 - f Building £ _____
 - g Electrician £ _____
 - h Mechanic £ _____
 - i Office worker £ _____
 - j Receptionist £ _____

- 2 What are the three most common types of jobs in the Job Centre?
- a _____
 - b _____
 - c _____

- 3 How likely is it that you would see the following types of jobs in the Job Centre?
- a Office worker
very likely likely very unlikely
 - b Accountant
very likely likely very unlikely
 - c Doctor
very likely likely very unlikely

- d Plumber
very likely likely very unlikely
- e Teacher
very likely likely very unlikely
- f Driver
very likely likely very unlikely
- g Footballer
very likely likely very unlikely
- h Hotel worker
very likely likely very unlikely
- i Kitchen worker
very likely likely very unlikely
- h Childcare worker
very likely likely very unlikely

- 4 What are the three most common jobs you can find targeted at school leavers (16-year-olds)?
- a _____
 - b _____
 - c _____

- 5 What types of leaflets are available at the Job Centre?
- a _____
 - b _____
 - c _____

- 6 What other kinds of information can you get from the Job Centre?
- a _____
 - b _____
 - c _____

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7 When would you use the Job Centre services?

8 Any other comments from you?

9 You will get one point for every part of each question, which will give you a possible total of 32 for questions 1–6, and 5 points are available for each of questions 7–9. That’s a total of 47 and you get an extra 3 for completing all of the questions. You have half an hour to complete this questionnaire.

Visit to the careers office

Purpose

This session's aim is similar to the Job Centre visit. The visit itself got them through the door, looking at what was on offer and more confident about what they could come back for. The library, meeting the advisors and knowing the opening hours were the most important elements. They also have the opportunity to get specific information on jobs of interest.

Time

At least one and a half hours (dependent on the distance from the careers office).

Materials needed

Transport and the 'careers office task'.

Activity and process

Careers staff are usually better equipped for an appropriate talk (they do these often enough), and we tend to ask them to concentrate on the library services, what happens when you go for an appointment and the opportunity to see and meet staff members.

Expected process and outcome

Again they enjoy being out of school and sense the difference in the staff attitudes and role (more young people, friendly). The services are closer to those that are appropriate to their current needs and this visit provides a good opportunity for the young men to get more information on their career interests.

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Task

Into Work – careers office task

What career do you want to find out more about?

What does the career entail?

What qualifications will you need for this?

GCSEs? _____

'A' levels? _____

What else? _____

What skills and experience will you need to have and develop?

What will you need to find out next?

What can you expect to earn?

When you start? £ _____

After five years? £ _____

Visit to the local college

Purpose

Again, similar to both the Job Centre and careers office. The more they are in job-related and adult environments, the more confident they will become in using them in future. The college visit was also an opportunity to review courses and resources.

Time

At least one and a half hours (dependent on the distance from the college being visited).

Materials needed

Transport.

Activity and process

This session is slightly more structured than the other two visits. The college guidance

officer usually arranges for two second-year students to give us a tour of the college and talk to the young men. This worked very well. The guidance officer is also very good at pulling out specific interests and possible courses.

Expected process and outcome

The guidance officer was very good, got them commenting, stressed that students are responsible for their own learning. We continued the tour, tutors were very helpful. The two students were excellent, a good mixture of information about college and about what life is like as a student. J, D and J got quieter and quieter, but they said that it was very useful. Need to pick-up on courses etc., when I see them individually, I think the benefits may come later.

Boys and underachievement

Purpose

To engage with young men about the general issue of underachievement and their own experience.

Time

At least 45 minutes.

Materials needed

Boys and underachievement handout.

Activity and process

We tend to keep this very simple. We hand out the sheet that highlights the different reasons people give for boys' underachievement and ask what the young men think themselves.

Expected process and outcome

This usually starts fairly generally with nature and nurture, but quickly goes to their own experience and often to teachers and their relationships. The value of this discussion is that the young men can be encouraged to engage with what they need to do to get the most from school, in their time left.

Interview a relative

Purpose

To add to young men's knowledge of the workplace and as a mechanism for them to engage with their family about work.

Time

Homework.

Materials needed

Interview a relative questionnaire.

Activity and process

We offer this as homework.

Expected process and outcome

Most of the young men we have worked with interview their mums, and it certainly helps them discuss with their mums about the workplace, especially how it was before and how it might be now.

Questionnaire

Interview a relative about their work experience

Your name: _____

Who did you interview: _____

The following questions are suggestions of what you might ask. The purpose of this is for you to hear other people's experience of work and the workplace. If you find yourself getting interested in the answers and think of other questions to ask, do not feel restricted by the questionnaire. Please make notes for our class discussion.

What was the first job you remember wanting to do?

Please tell me about all of the jobs you have had (including part-time and Saturday jobs).

Why did you take these jobs?

Why did you leave these jobs?

What have these jobs taught you about the job market?

How easy was it for you to get jobs?

How helpful was school in preparing you for work?

What was the most useful information and advice you were given (by teachers, your parents, mates) about the workplace?

What have been the most important factors in a job for you (the money, job satisfaction etc.)?

What advice would give anybody leaving school and going into the workplace?

Workplace visits

Purpose

To provide young men with the opportunities to see three different workplaces and provide them with a view of careers they may be interested in pursuing.

Time

At least half a day.

Materials needed

Included here: information sheets; brief for phoning; letter to parents; workplace arrangement sheet; and workplace visit reflections.

Activity and process

We offered the opportunity to go out of school for three afternoons during the programme (about every six weeks). These visits had to be arranged by the young men themselves (which meant that some didn't get out at all); all sheets and letter completed, otherwise they were not allowed to go. This tested the strength of motivation – the young men had to get out of school and into the workplace, as well as their ability to take the initiative and responsibility.

Expected process and outcome

Some young men leapt at this opportunity, others were more reluctant (sometimes because they were not organised enough, sometimes because they were too nervous). They were

expected to make the arrangements, but sometimes if we thought they would just not get out, and would learn much more if they did, we helped in directing them, sometimes even making calls preparing the workplace for the young men's calls.

While negotiations with the school and the substantial paperwork were reasons not to arrange out-of-school visits, when the young men got out there, the learning was substantial. This was in part because it wasn't work experience, they were there to find out. We often coached them about what they want to know, so they often came back with a lot to say, and sometimes feeling very grown up!

Handed out the sheet related to the first workplace visit. Loads of questions: 'where can I go?', 'do we have to wear school uniform?', 'do we have to go alone?' Most are really looking forward to this, but some anxieties. J said he would prefer to phone up when I was there. I encouraged him, said how impressed I was at his phone skills – which was fortunately true. K has come up with graphic designer as an alternative to football, but B is still only focused on football, which could be a problem.

J said he had made one phone call and they had said no. He said he came off the phone and his older sister and dad had been very critical of his phone manner and he had lost confidence. P phoned and had to hold on a while, so he hung up. Low confidence and low levels of patience were common. Asked if they wanted me to do a sheet with the questions to ask and those they should expect to be asked; most said yes.

Information sheet 1

Work experience

This sheet is to give me information about your interests in work experience. Please complete this sheet and return to me before the end of the class today.

Your name: _____

What would you like to do for your work experience? Say what and why.

First choice: _____

Why: _____

Second choice: _____

Why: _____

Third choice: _____

Why: _____

I will provide you with a list of possibilities, and you will ring up, arrange an interview and go to meet them.

Do you need some phone experience? YES NO
(delete where appropriate)

Do you need CV experience? YES NO

Do you need interview experience? YES NO

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Information sheet 2

Work experience

You will shortly be going on work experience. This sheet is to help you focus on what you want from your two weeks in the workplace.

Your name: _____

Do you think work experience is a good idea? YES NO
(circle which is appropriate)

Where are you going for work experience?

Is this where you wanted to go?

Does this relate to a career you would be interested in, when you leave school?

YES NO MAYBE
(circle which is appropriate)

What would you like to learn from your work experience?

1. _____

2. _____

3. _____

Do you expect to get these? YES NO MAYBE I HOPE SO
(circle which is appropriate)

What do you think will be the attitude of the employer to you?

wants to help will exploit you if they can like you will want you to make tea and sweep up
(circle which is appropriate)

Any other comments

Information sheet 3

Into Work – outside school visits

Your first out of school visit will be on 22 January 20XX in the afternoon.

You are expected to do the following:

- 1 Phone up and arrange the visit of 2 hours or so (I can help you with phone numbers and suggestions).
- 2 Give me the following details – name of person you have arranged this with, name of company / workplace, address and phone number as well as a note of why you want to go (sheet attached).
- 3 Take a letter home and get your parents' permission.
- 4 Make the visit on the 22nd. You can leave school at lunchtime.
- 5 Write up the visit (on the form attached).
- 6 Give a brief presentation about the visit when we next meet.

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Brief for phoning

Into Work – phone call for work visits suggestion

Hello, my name is xxxxxxxxxxx, I am a pupil at [School name], and I have the opportunity to make some visit to workplaces, to find out what they are like. Would it be possible to visit (say the name of workplace)?

We will be making the visit on the 1st February in the afternoon from xxxx for a couple of hours.

Be prepared to say the reasons why you want to go there.

If they say yes, then:

I need some information to give to the school, before I can do the visit. Can you give me your name, the address of where I will visit, should I use this phone number?

If they say no, then:

Thank you for your time, goodbye.

Remember, you will need to fill in the form about the workplace and give this to Paul Senior (before the date of the visit); make sure you have got permission from your parents, and fill in the form after the visit that says how you got on.

If you run into any difficulties or want any suggestions, or just want to talk it over, then ring me on [phone number].

Good luck and speak to you later.

Workplace arrangement sheet

Into Work – outside school visits

Your name: _____

Contact person: _____

Company / workplace name: _____

Type of workplace: _____

Address: _____

Phone number: _____

What do you think you will get from this visit:

1. _____

2. _____

3. _____

Have your parents given permission? YES NO

Any other comments:

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Letter to parents

**'Into Work'
Rowntrees Project
320 Commercial Way
London SE15 1QN**

5 February 20XX

Dear parent/carer

You will know that your son has been involved in a workplace programme being offered by us in [School Name] and that he has the opportunity to go on half day visits to workplaces of his choice.

The third of these visits will be the afternoon of Thursday, 1 March. To remind you, the aim of these visits is to enable your son to get an idea of the workplace and provide him with the chance to see what might be involved in his possible future career.

Your son is expected to negotiate and arrange this visit (with my support if required). If he does not arrange one, he will of course be in school as usual on the 1st. Part of the learning expected from this is the opportunity to negotiate and arrange the visits themselves. He will be expected to go by himself, and will leave school at lunchtime. He should dress appropriately for the workplace and is expected to write-up the visit for discussion.

Please complete the form below and you will be notified of other visits when the dates have been identified.

If you would like to discuss the programme further then please ring me on 0207-732-9409.

Yours,

Trefor Lloyd
'Into Work' Co-ordinator

Pupil's Name:

Form:

I give permission for my son to go on the workplace visit
I would prefer my son did not go on the workplace visit
(please delete as appropriate)

While every effort will be made to ensure that the workplace is safe, and that it will provide the learning envisaged, we cannot take responsibility for any accidents or other mishaps that may occur when you son is out of school.

Signed:

Printed name:

Date:

Any comments you have:

Please return to:

Workplace visit reflections

Work visits report

Your name: _____

Where was your work visit to? _____

Is this where you wanted to go? YES NO

Does this relate to a career you would be interested in, when you leave school?

YES NO MAYBE
(circle which is appropriate)

Who did you see, what did you do while you were there?

Did you get what you wanted from the visit? YES NO
(circle which is appropriate)

If not, why not?

What were the three main things that you learnt from your work visit?

1. _____
2. _____
3. _____

What was the attitude of the employer to you?

wanted to help exploited you liked you didn't want to help
(circle which is appropriate)

Any other comments (continue over)

Course evaluation

Purpose

To gauge young men's level of learning and to evaluate the value and impact of the course.

Time

The evaluation of this programme took two days.

Materials needed

Included here are: sheet outlining the assessment procedure and assessment checklist; job applied for; application form (see interview exercise) and brief for phone exercise and interview; assessment sheets for both phone and interview skills; post-questionnaire and open paper for the young men to evaluate the programme. An example of a reference and certificate are also included.

Activity and process

The assessment process was spread over two separate days. On the first day they were interviewed (after having handed in an application form). These interviews were carried out by the Director of a Local Settlement. He was asked to be very formal, and the young men were marked on a range of factors including presentation, questions asked and their ability to convey their skills and abilities. They also phoned for an application form and again were marked on their performance.

The second day, the young men were asked about career interests, how far the course had brought them in terms of career choices, and about qualifications and training for those

career areas they were interested in. They were also asked to complete a post-questionnaire that helped us evaluate the impact the course had on their skills and knowledge.

The third element of the evaluation process was an 'open paper' of 50 questions about the workplace which was given out on one Friday and collected a week later. Research, asking others and working together were encouraged.

Expected process and outcome

After the third session, both groups of young men were asked how they wanted to be assessed. They were given two options:

- On the basis of attendance, receiving an attendance certificate if they attended at least 80% of all sessions (including workplace visits).
- On the basis of attendance (as above), but also on their interviewing and phone skills, and on their knowledge of the workplace. This would bring them an attendance certificate, a competence certificate and also a reference (that would be written on the basis of their abilities and skills demonstrated during the course and the assessment process).

Interestingly, all of the young men opted for the latter, with the reference being the most attractive part of the package. Their commitment to the assessment process was in fact sustained right through to the end of the course. Fourteen of the young men were evaluated, with all of them passing the required level. These two days were approached very seriously. We had nerves, upset and excitement.

Young men came in earlier for 'coaching sessions' and some described the evaluation as the best component of the course. Surprisingly, many of the young men were very enthusiastic

about measuring themselves and taking 'exams' in this form, while they were much less enthusiastic about written exams and measures.

Assessment procedure and checklist

Into Work – assessment process

Core skills, experience and knowledge – final assessment

- 1 *Phone skills* – you will be expected to phone for an applications form.
- 2 *Work-related writing skills* – you will be expected to complete an application form and have an up-to-date CV.
- 3 *Other communication and presentation skills* – you will be interviewed (formally) by an employer.
- 4 *Knowledge of the workplace and expectations of employers* – you will be expected to show your knowledge by completing a questionnaire.
- 5 *Knowledge of training, education and employment opportunities* – you will be expected to show your knowledge by completing a questionnaire.
- 6 *Experience of a variety of workplace settings* – you will be expected to make a short presentation about what you learnt from the visits you made to the three workplaces.
- 7 *Individual career development* – completion of a questionnaire about your choice of career and what skills, knowledge and qualifications you will need to undertake this career.
- 2 *Work-related writing skills* – record three workplace visits and complete the course evaluation forms.
- 3 *Other communication and presentation skills* – interview a relative about their workplace experience and participate in school-based discussions about the workplace.
- 4 *Knowledge of the workplace and expectations of employers* – visit three different workplaces, a college, a Job Centre and a careers library.
- 5 *Training, education and employment opportunities* – carry out visits (as in 4).
- 6 *Experience of a variety of workplace settings* – carry out visits (as in 4).
- 7 *Individual career decision making* – indicating progress through the course.

Assignments – checklist (to tick off as you complete)

- a *Phone skills* – workplace visits
 1.
 2.
 3.
 - b *Work-related writing skills* – record three workplace visits
 1.
 2.
 3.
- Complete the course evaluation forms

Core skills, experience and knowledge – assignments

- 1 *Phone skills* – negotiate three workplace visits.

- c *Other communication and presentation skills*
 - interview a relative
 - participate in discussions
- d *Knowledge of the workplace and expectations of employers – visit three different workplaces:*
 - 1.
 - 2.
 - 3.
 - a college
 - a Job Centre
 - and a careers library
- e *Training, education and employment opportunities – carry out visits (as in 4).*
- f *Experience of a variety of workplace settings – carry out visits (as in 4).*
- g *Individual career decision making – indicating progress through the course.*

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Job applied for

Office Junior

BUSINESS:	Property & Construction Consultants
LOCATION:	XXXXX
AGE REQ:	16–20
QUALS:	Computer literate (MS Office), typing skills
DESCRIPTION:	Duties will consist of general administration duties and preparing refreshments for meetings/clients. Tasks will include typing reports/ letters/memos, filing, faxing, e-mailing and performing other office duties
HOURS:	9am to 5.30pm Monday to Friday
PAY:	£10,000 per annum to start
TRAINING:	Any training will be provided on-the-job
FURTHER INFO:	Some catering experience would be an advantage. Applicants must have good written/spoken English and excellent communication skills. Also, be punctual, willing to learn and able to work with others.

Phone brief

Into Work assessment

Phone skills

You will be expected to phone for an application form and be marked on the following criteria:

- 1 Your phone manner:
 - how well you deal with the switchboard
 - how you introduce yourself
 - how you ask for the application form
 - how you ask any further questions about the job.
- 2 Whether you give all your details.
- 3 Whether you ask questions about the job.

The task

Phone [number] and ask for ...

Say which job you are applying for, where you saw the advert and that you want an application form.

Ask one question about the job that you think you will need to know to decide whether to apply for the job.

Give your details (for sending the application form) and answer any other questions you are asked.

Details of the job you will be applying for are attached.

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Interview brief

Into Work assessment

Interview skills

You are expected to get an application form in, on time, and be interviewed. You will be marked on the following criteria:

- 1 Your application form
 - to be completed fully
 - to be neat and readable
 - to relate your experience to the job
 - to give a personal statement that will put over your skills and experience.

- 2 Your interview
 - your general manner
 - your ability to demonstrate your skills and experience
 - your ability to show that you have understood what the job involves
 - your suitability for the job
 - your ability to ask questions about the job.

You will be marked out of 10 for each of these two areas and need to score at least 10 overall.

The task

To complete the application and hand it in by [date].

To arrive on time and be interviewed.

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Interview assessment

Into Work assessment – interview skills

Name of pupil: _____

- 1 Your application form: Mark out of 10
- To be completed fully
 - To be neat and readable
 - To relate your experience to the job
 - To give a personal statement that will put over your skills and experience.

- 2 Your interview: Mark out of 10
- Your general manner
 - Your ability to demonstrate your skills and experience
 - Your ability to show that you have understood what the job involves
 - Your suitability for the job
 - Your ability to ask questions about the job.

Total of marks /20

Any comments

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How important are the following when looking for a job?

Not at all important (1); slightly important (2); fairly important (3) or very important (4).

	Not important		very important	
1. Seek help from your family	1	2	3	4
2. Telephone potential employers	1	2	3	4
3. Go to the Job Centre	1	2	3	4
4. Look in the local paper	1	2	3	4
5. Look for a training course	1	2	3	4
6. Work hard to get your CV right	1	2	3	4
7. Take job interview training	1	2	3	4
8. Find out what employers are looking for	1	2	3	4
9. Pray for good luck	1	2	3	4

3. ABOUT YOUR FUTURE

Please indicate the jobs and careers you have been thinking about and what qualifications you think you will need for these jobs.

a. Job: _____

Qualifications you think you would need: _____

b. Job: _____

Qualifications you think you would need: _____

Others _____

4. ABOUT THE 'INTO WORK' COURSE

Please give your opinion about the 'Into Work' course.

Not at all useful (1); slightly useful (2); fairly useful (3) or very useful (4).

	Not useful		very useful	
Exercises about the workplace	1	2	3	4
Exercises about your skills and abilities	1	2	3	4
Individual support about your career path	1	2	3	4
Visits to the workplace	1	2	3	4

Visit to the Job Centre	1	2	3	4
Visit to the careers office	1	2	3	4
Visit to Lewisham College	1	2	3	4
Phone experience	1	2	3	4
Interview experience	1	2	3	4
Application forms and CV experience	1	2	3	4
Assessment process	1	2	3	4

What were the three most useful aspects of the course?

1. _____
2. _____
3. _____

What were the three least useful aspects of the course?

1. _____
2. _____
3. _____

In what ways has the course changed your views of the workplace and/or your future career?

1. _____
2. _____
3. _____

How useful have you found the following?

	Not useful			very useful
Being in a small group	1	2	3	4
All male group	1	2	3	4
Informal approach	1	2	3	4
Practical approach	1	2	3	4
The assessment process	1	2	3	4

Any other comments you have about the course

Underachieving young men preparing for work

5. ABOUT MEN AND WOMEN IN WORK

For each of the jobs below, please indicate whether you think the job is particularly suitable for men, women, or both men and women?

Particularly suitable for men (1); particularly suitable for women (2) or suitable for both equally (3).

	Men	Women	Both
1. Social worker	1	2	3
2. Police officer	1	2	3
3. Secretary	1	2	3
4. Car mechanic	1	2	3
5. Nurse	1	2	3
6. Computer programmer	1	2	3
7. Bus driver	1	2	3
8. Bank manager	1	2	3
9. Family doctor/GP	1	2	3

How important do you think the following are in defining what being a man is?

Not at all important (1); slightly important (2); fairly important (3) or very important (4).

	Not important		very important	
1. To be strong	1	2	3	4
2. Having a job	1	2	3	4
3. Be head of the household	1	2	3	4
4. Look after yourself	1	2	3	4
5. Play sports	1	2	3	4
6. Be one of the boys	1	2	3	4
7. Be a good father	1	2	3	4
8. Bring in an income	1	2	3	4
9. Fight in wars	1	2	3	4
10. Defend your family	1	2	3	4
11. Be caring	1	2	3	4
12. Be thoughtful	1	2	3	4
13. Never borrow money	1	2	3	4
14. Be sexually active	1	2	3	4
15. Look good	1	2	3	4
16. Be a good husband	1	2	3	4

Please return to:

'Into Work'

Your School

Address

Underachieving young men preparing for work

- 10 What qualifications do you need to go from school to university?
- a 10 GCSEs
b Two 'A' levels a b c
c Three grade 1, 'A' levels
- 11 What qualifications do you need to train as a mechanic?
- a None
b Four GCSEs a b c
c Two 'A' levels
- 12 What qualifications do you need to train as a nursery nurse?
- a None
b Four GCSEs a b c
c Two 'A' levels
- 13 An employer can advertise a job asking for a man (and not a woman) whenever they want.
- TRUE FALSE
- 14 An employer can advertise a job asking for a white person (and not a black person) whenever they want.
- TRUE FALSE
- 15 An employer can advertise a job asking for someone over a certain age (and not a younger person) whenever they want.
- TRUE FALSE
- 16 Even if your employment contract says you work from 9.00 to 5.00, Monday to Friday, your employer can still ask you to work on a Saturday.
- TRUE FALSE
- 17 If you are in a job, your employer doesn't need to give you a contract.
- TRUE FALSE
- 18 The tax allowance for an unmarried man is:
- a £2,652
b £4,385 a b c
c £8,720
- 19 What is the address and phone number of the local Job Centre (to your school)?
- _____
- _____
- _____
- 20 What is the address and phone number of the local careers centre (to your school)?
- _____
- _____
- _____
- 21 If you are looking for a job as an actor, you should look in which magazine?
- a *TV Times*
b *Variety* a b c
c *Vogue*
- 22 At what age can you get a part-time job?
- a 10
b 13 a b c
c 15
- 23 You cannot get a full-time job unless you have a National Insurance number.
- TRUE FALSE

24 If you are at school, you cannot work in the evenings.

TRUE FALSE

25 If you are a professional footballer, which union would you be in?

- a PFA
- b NALGO a b c
- c NUT

26 Name two skills you need to be a plumber.

27 Name two skills you need to be a teacher.

28 Name two skills you need to be a carpenter.

29 Name two skills you need to be an accountant.

30 What is the address and phone number of the nearest college (to the school) where you could do a course in plumbing?

31 Find three jobs for school leavers in the local paper/Job Centre or careers office. Give details of the job, the employer and the wage (if given) and say where you found them.

a _____

b _____

c _____

Source _____

32 What does NVQ stand for?

- a Not Very Qualified
- b National Vocational Qualification a b c
- c National Voluntary Qualification

33 What does YT stand for?

- a Youth Training
- b Your Turn a b c
- c Youth Trouble

34 How long does it take to get a degree?

- a 2 years
- b 3 years a b c
- c 4 years

Underachieving young men preparing for work

- 35 At what age are you entitled to Jobseeker's Allowance?
- a 16
 - b 18
 - c 21

- 36 At what age are you entitled to leave school?
- a 14
 - b 16
 - c 18

- 37 At what age are you entitled to a state pension?
- a 60
 - b 65
 - c When you finish work

- 38 At what age can you start work full-time?
- a 14
 - b 16
 - c 18

- 39 How much would you earn at Sainsbury's?
- a Less than £4.00 an hour
 - b between £4.00 and £6.00 an hour
 - c More than £6.00 an hour

- 40 If you have a criminal record, you can't become a nursery worker.
- TRUE FALSE

- 41 If you have a criminal record, you can't work with people at all.
- TRUE FALSE

- 42 If you have a criminal record, you can't get a job where you are responsible for money
- TRUE FALSE

- 43 Who earns most money when they are newly qualified, an electrician or a nursery nurse?
- _____
- Name your source _____

44. Who earns most money when they are newly qualified, a teacher or a computer programmer?
- _____
- Name your source _____

- 45 Who earns most money when they are newly qualified, a plumber or an electrician?
- _____
- Name your source _____

- 46 You need a degree to become a teacher.
- TRUE FALSE

- 47 All workers are entitled to holiday pay.
- TRUE FALSE

- 48 What is a modern apprenticeship? And how long does it take to complete one?
- _____
- Source of the information? _____

49 If you went on a course to become a nursery nurse, you would have to pay your course fees.

TRUE FALSE

50 If you went to the careers office to ask for advice and help with deciding a career, you would have to pay for this advice.

TRUE FALSE

Please indicate:

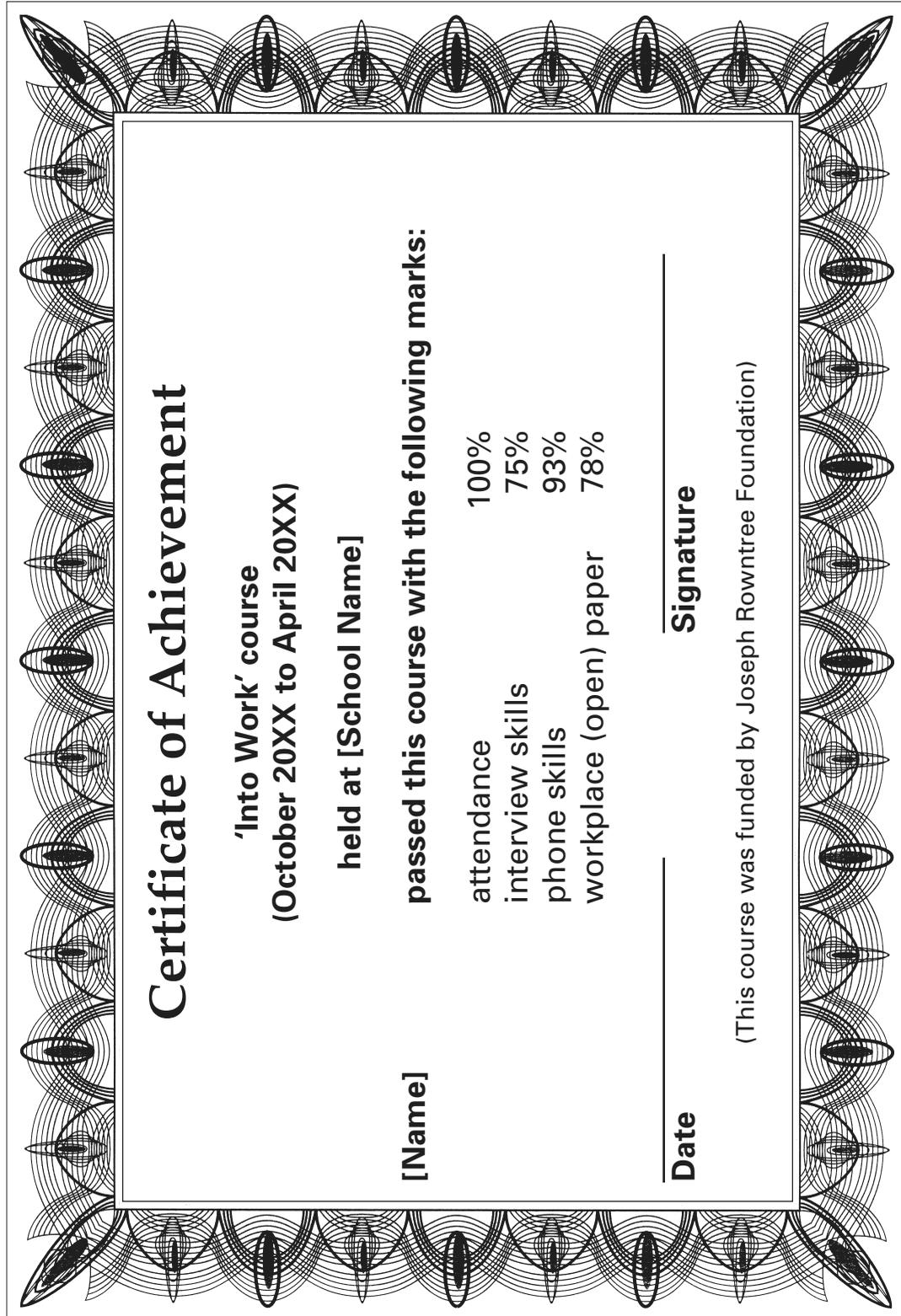
How hard did you work on this paper?

hardly at all a reasonable amount a lot
(circle your reply)

What score do you think you will get out of 50?

less than 10 11–20 21–30 31–40 41–50
(circle your reply)

Example of certificate



Example of a reference

NAME
(D.O.B.)

xxxx was part of the 'Into Work' programme from October 20XX to April 20XX which involved a series of in-school sessions, three workplace visits, and visits to a local college, Job Centre and careers office. Participants were assessed on attendance, their interview and phone skills as well as their knowledge of the workplace.

During the programme, xxxx demonstrated a number of attitudes, skills and characteristics that would be very useful in the workplace. These included:

Good communication skills – he showed himself to have well-developed interview skills, a good phone manner and an ability to think quickly and use language well.

Leadership skills – he demonstrated the ability to take the initiative, think ahead and show good signs of having leadership skills. Others are willing to take xxxxx lead, and he is comfortable in this role.

Attendance and concentration – xxxx's attendance was excellent, and he was always an active participant and able to concentrate on the task or the discussion.

xxxx is bright, gets involved, has well-developed social skills a has a lot going for him. He contributes well, is able to focus, is mature for his age and would make a valuable employee in a range of different workplaces.

Course assessment:		course average
Attendance	100%	–
Interview skills	75%	70%
Phone skills	93%	85%
Workplace paper (open paper with 50 questions)	78%	60%

If you would like more information or to discuss this references further please contact me on [phone number].

Careers information

Purpose

To enable young men to get enough information about a career area to be both informed enough, and know whether they are interested and skilled enough to pursue it further.

Time

Spread over the whole of the programme.

Materials needed

Access to varying degrees of detailed information about a variety of careers options.

Activity and process

At the initial interview stage, young men are asked about any careers interests they have. Very brief information is brought in (usually half a page on qualifications, job content and wages – see attached). If they show more interest, then more detailed information is made available. If they continue to show interest, it is suggested that this becomes a workplace visit.

Expected process and outcome

This approach encourages young men to reflect and think about areas of interest, to keep their options open and for them to make informed choices. The continued level of interest, we showed in their futures was always appreciated.

Examples of career options

Carpenter and Bench Joiner

Traditionally, joiners were responsible for smaller, more intricate jobs, and carpenters for larger jobs such as laying floorboards. Nowadays, the terms are synonymous. The work involves making and fitting doors, windows, staircases, cupboards and shuttering; fitting structural joists, roof timbers, door frames, skirting boards, doors, handrails, wardrobes, and so on. Carpenters may also be called upon to wall-up excavations and erect shoring during demolition. Opportunities exist with a wide range of employers of all sizes such as building and civil engineering contractors, specialist carpentry and joinery firms, local authorities, in industrial and commercial maintenance, shipbuilding, shopfitting and vehicle manufacture, or as a self-employed craftsman.

Cabinet Maker

Cabinet makers use traditional hand skills to make, finish or restore high-quality items of wooden furniture. They may work in factories for furniture manufacturers or be self-employed in small workshops.

Qualifications and Training

A general education to secondary level is the only academic requirement, although some arithmetical ability is useful. Training is over a two- to three-year period with courses leading to NVQs awarded jointly by City and Guilds and the Construction Industry Training Board.

Personal Qualities

As qualified craftspeople, carpenters and joiners must be able to work from technical drawings or notes without close supervision and produce neat accurate work. They must be manually skilled, possessing a steady hand and a head for heights. A good eye for form is necessary, plus a willingness to work outside in all weathers.

£ when qualified, the craftsman rate is about £175 per week

i Construction Industry Training Board, Bircham Newton, King's Lynn, Norfolk PE31 6RH; 01485 577577

GROUP U – CONSTRUCTION AND LAND SERVICES

CARPENTER/JOINER (UF)

THE WORK

Carpenters and joiners work with wood, including floorboards, windows and doors, roof trusses and partitions.

They work with many varieties of wood, from inexpensive types used for basic construction to expensive hardwoods used for decorative features. They also use a wide range of traditional woodworking tools and specialised power or hand tools for cutting, shaping, smoothing and finishing wood.

Carpenters and joiners may specialise in one area of work or may use their skills across the whole range.

Formworker

Formworkers make the temporary wooden, metal or plastic structures that support and shape wet concrete until it sets. These are used for many different construction projects, including bridges, foundations, suspended floors, beams and staircases.

The formworker cuts, shapes, drills and fits together this 'shuttering' to make the formwork according to required measurements, drawings or instructions.

Bench Joiner

Bench joiners prepare and put together parts of a building such as doors, windows, staircases and fitted furniture.

They are usually based in a workshop, but may sometimes travel to construction sites.

They use woodworking tools and specialist machinery.

Machinist

Woodworking machinists prepare and shape timber for use in buildings to make floorboards, skirting boards and window frames, etc. They use specialist equipment in a machine shop, and a large part of the job involves setting up, maintaining and safely operating machines.

First fixer

First fixers work with the wooden parts used in the basic structure of a building and any wooden fittings needed before plastering. This includes 'carcassing', where floor and roof joists, roof timbers, floorboards, staircases, partition walls and door and window frames are fitted. Wooden posts, which are usually prefabricated, are fixed in place and may have to be adjusted to fit plans.

Continued...

Second fixer

Second fixers install skirting boards, door surrounds, doors, cupboards and shelving. They also fit door-handles and locks. Many parts are prefabricated and some parts are made from PVC rather than wood. They work with a variety of materials and have to make modifications to ensure accuracy and a high level of finish.

Shopfitter

Shopfitters specialise in producing and fitting shop fronts and interiors. They also produce work for hotels, restaurants, banks, offices and public buildings. The work can involve bench joinery and on-site installation and fixing.

WORK ENVIRONMENT

Carpenters and joiners may spend a lot of their time standing, bending, kneeling or crouching, depending on whether they work at a bench or on-site.

On-site, they may have to climb ladders and work on scaffolding or roofs and sometimes have to work in narrow or confined spaces. Some jobs may require them to carry heavy materials and tools.

Teamwork is an important part of many projects, and most carpenters and joiners will work with others in the same trade as well as other construction staff, architects and designers.

Bench joiners work in workshops, whereas other carpenters and joiners work both indoors and outdoors, sometimes in cold, wet or noisy conditions.

Working with timber creates wood dust, though workshops sometimes have extraction systems. Carpenters and joiners may need to wear basic safety equipment, including a safety helmet and protective footwear on site. They may also use goggles or ear defenders, depending on the job.

As one job finishes and the next one starts, they may have to travel from site to site, working on a project and then moving on to the next one. They may need to work away from home for short or long periods.

SKILLS AND INTERESTS

Carpenters and joiners need to have practical ability and good hand skills. The work also requires careful, methodical and accurate planning and an ability to carry out the various tasks in the correct order. They need to be able to follow drawings, plans and written or spoken instructions.

An aptitude for maths is important for measuring and calculating quantities of materials.

Safety awareness, physical fitness, agility and strength to carry tools and timber are also necessary.

They must be able to work as part of a team and get on with things alone, as each person relies on others to carry out their part of the work to a high standard.

Continued...

Underachieving young men preparing for work

ENTRY REQUIREMENTS, TRAINING, LATE ENTRY

Please see article 1, BRICKLAYER

OPPORTUNITIES

Carpenters and joiners work for construction companies, local authorities, public organisations and shopfitting companies.

Many are self-employed and work on a sub-contract basis for contractors. Others specialise in an area such as restoring old buildings or furniture making.

There may be opportunities to work abroad on contracts.

PAY AND CONDITIONS

Minimum rates for skilled workers start from £5.50. Some employers pay above these rates and there may also be bonuses and overtime pay. These vary depending on the project and employer.

Allowances may be made for travelling time, travel expenses and cost of accommodation, but these vary.

The usual working week is 39 hours, Monday to Friday, but starting and finishing times may vary, depending on the season to make the most of daylight.

Overtime at weekends or in the evening is common because construction and maintenance contracts usually have to meet deadlines.

PROSPECTS

It may be possible for carpenters and joiners to progress to technician-level or to move into specialised area of work.

Technician-level training requires four GCSE/S grades (A–C), A levels/H grades or a vocational college qualification.

Self-employed carpenters and joiners may run their own specialist firms.

RELATED OCCUPATIONS

Cabinet-maker, wood machinist, window-fitter/installer, painter and decorator, roofer, construction operative, building technician.

FURTHER INFORMATION AND READING

Please see article 9, SCAFFOLDER.

Titles available in the *Work and Opportunity* series:

Published in 1998

Local responses to long-term unemployment

Mike Campbell with Ian Sanderson and Fiona Walton

A review of research to date on how to reconnect the long-term unemployed to the labour market.
£12.95

Published in 1999

Company recruitment policies: Implications for production workers

Stanley Siebert

This study explores whether increased regulation of the labour market has an impact on hiring standards, screening out less qualified workers and so reducing their job opportunities.
£12.95

Young men, the job market and gendered work

Trefor Lloyd

A study of whether young men are being adequately prepared for the contemporary workplace, and whether their, or others', gender assumptions are affecting their opportunities.
£10.95

Back to work: Local action on unemployment

Ian Sanderson with Fiona Walton and Mike Campbell

This report complements *Local responses to long-term unemployment* (above), presenting detailed case-study research into what local action is effective in getting people into work.
£13.95

Ending exclusion: Employment and training schemes for homeless young people

Geoffrey Randall and Susan Brown

An evaluation of the particular difficulties in finding work faced by this group, and an assessment of the impact of a range of projects designed to assist them.
£13.95

Job insecurity and work intensification: Flexibility and the changing boundaries of work

Brendan J. Burchell, Diana Day, Maria Hudson, David Ladipo, Roy Mankelow, Jane P. Nolan, Hannah Reed, Ines C. Wichert and Frank Wilkinson

An exploration into the effect of job insecurity on the social, physical and psychological well-being of employees.
£13.95

Finding work in rural areas: Barriers and bridges

Sarah Monk, Jessica Dunn, Maureen Fitzgerald and Ian Hodge

A timely analysis of disadvantage in rural areas, and the role employment plays in this. The report focuses on the particular problems people in rural areas face and what strategies work in attempting to find work.

£12.95

Work and young men

Bruce Stafford, Claire Heaver, Karl Ashworth, Charlotte Bates, Robert Walker, Steve McKay and Heather Trickey

A study which analyses whether certain young men are underachieving, and what the long-term consequences of this are. The authors also review the social, personal and economic factors that affect how young men are integrated into the labour market.

£13.95

Making the grade: Education, the labour market and young people

Peter Dolton, Gerry Makepeace, Sandra Hutton and Rick Audas

The decisions young people make when they first become eligible to leave school are crucial to their long-term prospects. This wide-ranging study investigates what influences a child's performance and choices during this important time.

£14.95

Young Caribbean men and the labour market: A comparison with other ethnic groups

Richard Berthoud

An exploration of the challenges faced by a group of young people with an exceptionally high risk of unemployment. The study relates young Caribbean men's experiences in the labour market to other ethnic groups, whose employment prospects vary substantially.

£14.95

Published in 2000

Young people in rural Scotland: Pathways to social inclusion and exclusion

Stephen Pavis, Stephen Platt and Gill Hubbard

This report provides substantial first-hand evidence of what life is like for rural young people today. It explores the impact of education on their work opportunities, and how rural wages, available accommodation and isolation affect their lifestyle and their transitions to adulthood.

£12.95

Youth unemployment in rural areas

Fred Cartmel and Andy Furlong

A review of the distinctive features of rural youth unemployment, including seasonal work, transport issues and the importance of local networks in obtaining work.

£12.95

Successful futures? Community views on adult education and training

Helen Bowman, Tom Burden and John Konrad

This study focuses on the perceptions and experiences of people who have taken part in the new Government schemes designed to enable them to find work and increase their skills.

£12.95

The intermediate labour market: A tool for tackling long-term unemployment

Bob Marshall and Richard Macfarlane

An examination of ILM programmes, designed to move people back into work. It looks at their structure, and what factors lie behind achieving successful implementation and results.

£13.95

Enduring economic exclusion: Disabled people, income and work

Tania Burchardt

This report offers details analysis of the position of disabled people in the labour market and in the income distribution, and how the situation has changed since the 1980s.

£14.95

Published in 2001

Everything under a fiver: Recruitment and retention in lower paying labour markets

Donna Brown, Richard Dickens, Paul Gregg, Stephen Machin and Alan Manning

A study of firms offering 'entry-level' jobs, whose wages are in the bottom fifth of the national earnings distribution. The report not only throws light on how these firms and their workers behave, but also explores how their behaviour relates to economic theory.

£13.95

Young men on the margins of work: An overview report

Pamela Meadows

An overview of a series of JRF-funded research projects, which looked at young men's experience in the labour market during the 1990s, against a background of social and technological change. The author draws out the key findings and conclusions from this large body of research.

£10.95

What works locally? Key lessons on local employment policies

Mike Campbell and Pamela Meadows

This overview study examines current evidence on what can be done at the local level to get people into work. It reviews research on local employment and training initiatives, and considers implications for future policy development.

£10.95

Who calls the tune at work? The impact of trade unions on jobs and pay

Neil Millward, John Forth and Alex Bryson

This report examines the effect of trade unions upon workplaces and their employees. It contains up-to-date information on the effect of unions on employment growth, workplace closures, bargaining scope and pay levels.

£12.95

Training and support for lone parents: An evaluation of a targeted study programme

Karen John, Sarah Payne and Hilary Land

This report evaluates a programme set up to assess the training and support needs of unemployed lone parents, in the context of other local and national services. It highlights good practice for future similar schemes.

£12.95

Recruiting and employing offenders

Del Roy Fletcher, Alan Taylor, Stephen Hughes and Jonathan Breeze

This report identifies how employers currently respond to job applications from offenders and examines the likely impact of the Police Act (1997) on both recruitment and existing employees. It culminates in a series of key recommendations for policy makers.

£13.95

Getting a chance: Employment support for young people with multiple disadvantages

Jane Lakey, Helen Barnes and Jane Parry

Many young people who have been long-term unemployed and taken part in the New Deal programme experience multiple disadvantages in their lives. This report examines the types of support offered by government and non-government organisations currently working with disadvantaged young people.

£13.95

Published in 2002

Employing drug users: Individual and systemic barriers to rehabilitation

Hilary Klee, Iain McLean and Christian Yavorsky

The provision of enlightened and informed employment services for drug users is vital, to work alongside improvements in drug treatment currently being considered. This report looks critically at those services in the context of their clients' difficulties and needs.

£13.95