

LEARNING TO WORK

Today's young people, tomorrow's workforce



ENGAGING EMPLOYERS IN TACKLING YOUTH UNEMPLOYMENT

Discussion paper
May 2012



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FOREWORD

We need a step change in the relationship and level of engagement between employers and young people.

We need to move beyond constant complaining about the shortcomings of 'the youth of today', to real, practical, sleeves-rolled-up engagement by employers to boost the employability and job prospects of young people. And also to recognise that there is a gap between media-fuelled negative perceptions of today's school and college leavers and the reality of the talents and capabilities that are there to be tapped.

Failure to rise to this challenge risks doing lasting damage to the global competitiveness of UK firms and the ability of the UK to attract investment and global firms to these shores. The CIPD is launching **Learning to Work** – a practical and action-focused campaign to tackle and resolve the problems before it is too late, drawing on the resource of our 135,000 members, with their direct responsibilities for recruitment, talent management and development.

When the CIPD started life as the Workers Welfare Association a hundred years ago, one of the primary concerns of our founder members was how to get children out of work and into the classroom. Today, we've turned almost full circle – looking to manage more successful transitions from education to the workplace.

Youth unemployment undermines the health, well-being and future prospects of young people and has huge costs for the economy and society. But it also risks sapping the health and vitality from our workforce – the talent and skills base on which our collective future economic success depends.

There is a lot of overblown rhetoric about a 'lost generation' of young people. Current levels of youth unemployment are high. But short-term headline grabbing risks masking the real problem. Our research with employers highlights two intertwined elements blocking young people's transition into work.

Firstly, because young people have little or no knowledge or experience of work, they often don't know how to present or conduct themselves in an interview or in the workplace, leading some employers to conclude they lack the necessary work ethic or skills.

Secondly, because of this perception, many employers pass over young people and turn, on every occasion, to more experienced candidates to provide the skills and know-how to hit the ground running.

To address these issues, we are setting out to lead a concerted effort to help more employers understand their key role in boosting both the employability and job prospects of young people – and why it is in their interests to do so.

This paper explores these challenges in more detail, and sets out the vision and commitment to addressing them which is the driving force behind our **Learning to Work** campaign.

Our campaign will highlight valuable best practice already in place in many organisations. We will look at emerging solutions, such as progressive job-sharing between older workers, who are downshifting and reducing hours, and younger workers, who are increasing working hours over time as they study or learn on the job.

Most importantly, we'll harness the enthusiasm of the CIPD's 135,000 members, responsible for the employment, management and development of a large part of the UK's workforce, and with the capacity to support young people as they take their first step on the career ladder.

We believe **Learning to Work** can help tackle the persistent problem of youth unemployment from both the supply and demand sides. This means getting more employers to play an active role in developing the 'job ready' skills of young people at the same time as providing more 'young people ready' job opportunities.

To do this we will build on the work the CIPD has already initiated in this area, including:

- a pilot mentoring scheme, Steps Ahead, run in conjunction with Jobcentre Plus, where CIPD members work with unemployed young people to help improve their job prospects. We intend to roll this scheme out nationally
- our contribution to the Government's professional code of practice for internships, which is largely based on our guidance, *Internships that Work*
- CIPD guidance for employers on how to develop high-quality apprenticeship schemes, developed in conjunction with the UK Commission for Employment and Skills
- CIPD guidance on work experience developed in conjunction with Jobcentre Plus.

We believe that **Learning to Work** will strike a chord with employers of all sizes and from all sectors because it is the right thing to do from both a moral and business perspective. Organisations that invest in young people broaden their talent pool and support efforts to build their employer brand and at the same time can help prevent the scarring effects of youth unemployment on both individuals and society. There is good practice out there – we just need much more of it so that greater engagement between employers and young people becomes part of the fabric of society, interweaving the worlds of education and work to the benefit of both.

BEN WILLMOTT, HEAD OF PUBLIC POLICY, CIPD

INTRODUCTION

*'The industry needs to stop and close the door. We need to clamp down. There's a recession on out there at the moment. It's not easy. And young people haven't got a clue.'*¹

Those are the words of Marcus Wareing, one of Britain's top chefs, who here expresses his opinion about young chefs just coming out of catering school. His view is that they 'don't have a clue' and 'don't want to work hard.'

Although Wareing's outburst might seem a little on the extreme side, it is by no means unusual. In fact, there has been a long-standing debate in the UK media and amongst some parts of the business lobby that young, British people don't have the right skills, knowledge and work ethic for the labour market: *'Unfortunately, it is a sad indictment of the UK's education system that it is not producing the right level of work-ready young people.'*² This has become a conventional wisdom and has often been used to defend employers' decisions to employ migrants or older workers. It has also served as a call for an increase in public investment in skills levels and constant reforms and changes to the skills and education systems, especially for vocational education and training. It's a difficult issue to challenge and even politicians such as David Miliband MP, who led on a recent ACEVO enquiry around youth unemployment and who sees this as a political and social priority, cannot resist the stereotyping of *'young people's lack of motivation to work'*.³

This is partly because the reasons why young people find the transitions from education to work much harder are complex and hard to quantify. But it is also because Mr Wareing has got a point; only, does he draw the wrong conclusions? Yes, young people are less in touch and informed about the world of work, yes some may struggle with the famous catch-all 'employability skills', and yes they often 'don't have a clue' about what employers expect from them. It is also very true that the recession has made everything more difficult, for both employers and young people. But the questions he, and all of us, should be asking are: why is this so and what is our role, as employers, in addressing this?

What we need isn't a clampdown. We don't need to 'close the door'. On the contrary, what we need to do now is open a door and guide young people through it: the door that leads young people from education into the working world.

A FORCE FOR GOOD AND A FORCE FOR CHANGE

Next year will mark the 100th anniversary of the CIPD, which has grown and changed since its foundation in 1913 as the Welfare Workers' Association (WWA), reflecting the fundamental changes the world of work has undergone. However, what hasn't changed is our commitment to promoting people as the

most important factor for organisational success. Now more than ever, we believe that we should all work together to provide better pathways into work and to help every individual access and progress in the labour market, so that employers can tap into the wide pool of talent available.

At the beginning of the twentieth century, one of the key issues for welfare workers (the predecessors of HR professionals) was to tackle child labour and to get young people out of the labour market and into education. Today, youth unemployment is one of the greatest challenges facing our labour market. This is why we have now come full circle, calling on our members, HR professionals and employers more generally, to help young people with making the transition from education to working life.

PREPARING YOUNG PEOPLE FOR WORK, MAKING JOBS MORE YOUTH-FRIENDLY

We will take the CIPD centenary celebrations as an opportunity to launch our new campaign, **Learning to Work**, which aims to encourage employers to help prepare young people for the world of work while at the same time making the world of work more youth-friendly. We want to achieve a real shift in employer perceptions of and engagement with young people by:

- raising awareness and an understanding of the role that HR professionals and employers can play in supporting young people in their transition from education to working life
- helping HR professionals to understand the business case for employing young people and to articulate this to senior management and the rest of the workforce
- developing and promoting a package of options for employers that can help prepare young people for work and make the labour market more youth-friendly.

This paper outlines the rationale for intervention, looking at the key challenges young people face in today's labour market and what HR professionals and employers can do to help overcome these. It also highlights the value we think we can add in terms of addressing the disconnection between young people and work.

HR professionals play a key role in this – after all, they are the ones responsible for recruiting young people, developing workforce planning strategies and leading on the engagement between employers and education. Crucially, therefore, we won't be able to tackle any of the challenges that young people face today if HR professionals don't believe in investing in and engaging with young people and aren't able to articulate the business case for doing so to their CEOs, line managers and colleagues.

WHY IS THIS IMPORTANT?

The rise in youth unemployment is partly explained by the recession and subsequent low demand in the labour market, which has meant that employers have held onto more experienced workers at the expense of creating job opportunities for young people.⁴ Furthermore, those who enter the labour market are now competing with jobseekers that have more employment experience. Young people are therefore one of the most disadvantaged groups in the labour market.

However, youth unemployment in the UK is not as high as in some other European countries. In fact, the UK's youth unemployment rate is at about the EU average (currently at around 22.4%⁵), behind countries such as Germany, Austria and the Netherlands, where youth unemployment is around 8–9%, still relatively low but ahead of countries such as Spain, Greece and Portugal, where youth unemployment is much higher, hovering around the 50% mark. Furthermore, young people always take longer to find a foothold in the labour market; they need time to find the first job and might try different occupations and sectors before settling into a career. Another reason for a reduction in youth employment is the side effect of more people remaining in full-time education than previously.

This raises the question as to how concerned we need to be about this issue and whether special attention and measures for young people are justified. After all, there are other disadvantaged groups in the labour market, in particular the long-term unemployed or older workers. Furthermore, job creation is obviously dependent on economic growth, so how much can policy-makers and employers really do in the context of a contracting labour market?

There are three reasons why we need to act:

1 YOUNG PEOPLE'S TRANSITIONS INTO THE LABOUR MARKET ARE LONGER AND MORE DIFFICULT

The problem of youth unemployment is not new and it is not solely caused by the recession. In fact, youth unemployment had been getting worse prior to the recession, with many young people finding it increasingly difficult to make the transition from education to work.

In the 1970s, most young people left school and moved relatively quickly into work. In the intervening years, young people have become far more likely to leave school later and are more highly qualified. The success of mass education also means that most people learn more as they go through working life, rather than just when they complete initial education. Yet, it has made things more difficult too: by the

1990s it took the average young person six years to find stable work, despite the fact that the school leaving age has risen. This is not only the case in the UK; the transition into work has become longer and riskier across all OECD countries, and is partly associated with a shift in the type of jobs young people do: young people today are far more likely to work in temporary jobs than older workers, and may struggle to find stable and well-paid work for a number of years.⁶

This means that there is a structural issue, regardless of the economic situation. We therefore need to act now if we want to prevent young people's access to jobs and their labour market progression from becoming a long-term issue, even after the economy has picked up.⁷

2 THE COST OF DOING NOTHING

There are significant costs and other negative consequences associated with the disengagement of young people from the labour market. For the young person, a spell of unemployment early in their working life can have a long-term 'scarring' effect, influencing their future employment prospects, lifetime income, health status and job prospects.⁸ For society, in addition to the moral issue, there is significant public finance cost associated with youth unemployment (estimated at around £56,000 per individual).⁹

Contrary to perceptions, like the views expressed by Mr Wareing, most young people are actually desperate to get a foot on the job ladder:

'I just need to get a chance to prove to an employer that I am good, but I have been looking for a job for a few months now and I haven't been able to get an interview,' says Natalie, 23, who has a degree in childhood and youth studies and took part in the CIPD's mentoring scheme, Steps Ahead, which matches young jobseekers with HR professionals who volunteer to offer advice and guidance on CV-writing, interview techniques and confidence-building.

Some go to desperate lengths, like Rajinder, a graphic design student and another one of our mentees, who was lucky enough to get an interview with a web design company but didn't get the job because of his lack of experience. He then offered to work for the agency for free for three months to help him get the experience he so desperately needed.

Both are examples of how demoralising it is for young people to be excluded from the labour market. It also shows that this isn't only an issue for the low skilled or those with poor qualifications and how hard it is to break that vicious cycle of 'no experience, no job'.

3 INVESTING IN YOUR TALENT PIPELINE

Finally, for employers it is crucial to engage with young people and invest in them to create their workforce skills and talent for the future. Not investing in the talent pipeline will mean skills shortage and skills deficiency issues in the future.

Organisations also need to have a more diverse workforce that reflects their customer base: *'We've recognised that as a service organisation we need to reflect our customer base, we can't just have 50-year-olds working for us,'* says Ann Pickering, HR Director at O2, which has made tackling youth unemployment one of their strategic priorities. For the telecommunications company this is not only the 'right thing to do' in the context of what has been often labelled the 'lost generation', explains Ann, but it's also part of winning the 'war on talent': *'We need the skills for tomorrow but we don't even know what they are, so we need to have digitally literate people that we can train for the future,'* explains Ms Pickering.

The same is true for the food giant Nestle: *'We need to look five years ahead and do some workforce planning and succession planning,'* says Jo Ward, Head of Talent and Resourcing, adding that investing in young people and training them in-house helps to get them the skills they need: *'if you don't grow your own workforce, you get the skills somebody else has trained, instead of those the organisation needs,'* explaining that the company had struggled with skills shortage issues in the past, mainly due to the fact that there aren't many people studying food and drink engineering subjects in the UK. So Nestle are now planning to invest more, and differently, in their engagement with young people to address this: *'We need to start thinking about jobs for young people aged 16 and 18 and we need to have flexible pipelines into our organisations and enable young people to move up to the next level.'* Furthermore, Nestle are already engaging with schools in a variety of ways to get young people interested in science and give them some insights into their sector, but *'there is so much more we could do,'* adds Ms Ward.

A COMPLEX NET OF CHALLENGES

There is a complex net of developments that coincide, both on the supply and demand side as well as in the way our labour market institutions and systems work, that affect young people's transition from education to the labour market. We think that employers have a key role to play in all of these developments.

ONE CATEGORY, DIFFERENT CHALLENGES

Before we take a closer look at the challenges young people face, it is important to note that different groups of young people face different challenges. Most policy initiatives, not only in the UK but also across the EU, have focused on the growing number of young people between the ages of 15 and 25 who are not in employment, education or training, the so-called NEET. This definition is seen to be more suited to capturing the extent of the group of young people who are disengaged from both work and education and therefore at greater risk of unemployment and social exclusion later in life. However, the NEET definition does not necessarily mean that this is a heterogeneous group; on the contrary, it includes young people with widely differing backgrounds, ethnicities and skill levels and a range of reasons for falling into NEET status.¹⁰ Although generally the lowest skilled tend to be

most likely to be NEET and are the ones that are the hardest hit in the recession, even graduates can now fall into the NEET category.

IT'S NOT (ONLY) THE EDUCATION, STUPID!

Some of this group face severe challenges and need support from policy-makers and society. But it's worthwhile bearing in mind that while this affects about 5–10% of the overall youth cohort, the vast majority of young people in the UK are more qualified than their parents or grandparents, which is something that is often not reflected in the public dialogue. This is not to say that education systems in the UK don't face challenges and that many improvements are required to make education more relevant to the labour market. But the reason why transitions from education to work are more difficult are not exclusively related to our education systems. As we will see below, it's rather to do with the way they interact (or don't) with the world of work and the support young people receive to make that transition. So what we are trying to do is thus not to ask employers to 'fix' or 'repair' what the education system does not deliver. Rather, it's about building a new relationship between work and education, one of mutual understanding and greater interaction.

MYTHS AND PERCEPTIONS

On closer examination, the story that young people who are leaving our education systems are not 'employable' does not stand up to scrutiny. When we asked employers why they don't recruit young people, the main reason they gave us was a 'lack of demand for roles that are suitable for young people, not skills issues'.¹¹ It also depends on who you ask. Those who employ young people tend to be more positive than those who do not, which again links back to the negative perceptions. Indeed, employers who do hire younger workers are mostly satisfied with their skills, experiences and attributes.¹² This is confirmed by the recent UK Employer Skills Survey run by the UK Commission for Employment and Skills (UKCES), which finds that employers think young people are well prepared in terms of their skills.¹³

Interestingly, the survey addresses another myth, namely about poor literacy and numeracy. Where businesses find their young recruits poorly prepared, only a small minority cite issues with literacy or numeracy or a poor education. True, there are groups of young people that face severe challenges in this area and literacy and numeracy are both vitally important. However, it is wrong to make sweeping generalisations about the wider youth cohort in this regard. In particular, when it comes to literacy, employers often complain that 'young people can't write a letter without spelling mistakes'.

This may be true; however, there are two issues that need to be considered: firstly, this isn't an issue that exclusively concerns young people; in fact, when a large public sector employer asked people to re-apply for their jobs as part of a restructuring exercise, they were shocked at the poor standards of the letters they received.¹⁴ Secondly, and probably more importantly, it signals a misunderstanding about today's youth. In the time of instant messaging and social media, most young people don't communicate much via letters or long emails anymore. Whether that's a good or bad thing is another question, but it's definitely a shift that has just started and will be the norm in the future, so it would be unwise to give too much weight to skills that might soon lose relevance. Furthermore, an analysis of the *Skills for Life* Survey by National Numeracy, a new charity concerned with improving numeracy issues, shows that there have been vast improvements in literacy over the last decade, whereas numeracy has in fact decreased. The charity therefore argues that poor numeracy may be a bigger issue than poor literacy.¹⁵

IT'S WHAT YOU CAN DO FOR YOUNG PEOPLE, NOT WHAT THEY CAN DO FOR YOU

Recently, despite some of the still persistent negative perceptions highlighted above, there has been a noticeable change of tone and a shift in the debate around young people. As youth unemployment figures are rising, more and more people have called on employers and governments to do more to help, instead of blaming young people themselves for their lack of opportunities. This is coupled with an increased awareness of how the UK's low social mobility is linked with educational attainment and access to the labour market and professional jobs, in particular with regard to top occupations (lawyers, journalists, doctors and politicians).¹⁶ Furthermore, there is a debate gaining momentum around how the world of work is integrated into education¹⁷ and how schools and colleges can develop effective partnerships with employers 'to provide young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so to secure our future national prosperity'.¹⁸

So if numeracy and literacy aren't the real issues when it comes to young people's skills, what are?

The *National Employer Skills Survey* (NESS) finds that employers most often cite the lack of experience, both in terms of experience of work and general life experience, as the reason for poor preparedness.¹⁹

YOUNG PEOPLE AND EMPLOYERS – THE MISSING LINK?

This of course means that employers have a key role to play or, as a recent paper by the Centre on Skills, Knowledge and Organisational Performance (SKOPE) put it:

*'...if the main part of the remaining problem revolves around work experience and the kind of skills that can best be acquired inside the workplace, then responsibilities for resolving this now comes to rest with employers.'*²⁰

Parts of the business lobby themselves have recently admitted, somewhat reluctantly, that they have a role to play:

*'There is a yawning gulf between education and employment at the moment ... each is peering round a closed door at the other and pointing fingers, and I think there is probably an element of truth on both sides, let's face it. I definitely think there needs to be more interaction.'*²¹

The need for more 'interaction' between employers and education more generally, as well as employers and young people more specifically, has emerged as a recurrent theme throughout our work on this issue.

Employer contact is crucial for the young person's chance to get in and on in the jobs market, especially in the absence of more established vocational education transition pathways. Research by the Education and Employers Task Force (EET) shows that employer contact, be it through career talks, workplace visits or work experience, greatly improves young people's labour market outcomes.²² Indeed, the study finds that young adults who recalled 'four or more employer contacts' are five times less likely to be NEET than those who had no involvement. Importantly, the analysis also demonstrates that these outcomes are not linked to academic achievements.²³ However, only 7% of young people on average have four or more employer contacts while they are at school.

A survey of 3,000 young people conducted by the vocational awarding body City and Guilds also confirms that the most useful source of advice on employment and careers comes from a visit to an employer, with almost half of the survey youngsters rating the experience as 'very useful'.²⁴ However, the survey also found that only about a quarter of the respondents had actually visited an employer.

We also have first-hand evidence from our Steps Ahead mentoring pilot about the role HR professionals can play in preparing individuals for work and how greater collaboration can influence attitudes and perceptions on both sides.

FEWER OPPORTUNITIES TO GET IN AND GET ON

One of the challenges young people face today is that the type of jobs available in the UK economy are changing to their detriment. There are fewer access points, entry-level jobs and progression routes for young people. As mentioned above, when we asked employers why they don't recruit young people, they gave the lack of suitable roles as the main reason.²⁵ This is partly due to the recession, as young people are predominantly employed in sales and elementary occupations, which have been in decline overall and hit hard by the recession. However, analysis of the *Labour Force Survey* by the UKCES shows that this is a trend that started long before the recession.²⁶

The labour market has undergone huge changes over the last decades. Technological changes and globalisation mean that some of the entry-level jobs that were traditionally filled by young people

on their first step on the job ladder have disappeared.

We used to have more office juniors, like administrators or secretaries, but with the increases in technology those positions are gone,' says Jo Ward from Nestle, 'so employers have shifted away from bringing young people in, we started to think that we don't need them, especially those straight out of education. If we do employ young people, they tend to be graduates. Employers have become a little blinkered in that regard. And many line managers have stepped away from managing 16- or 17-year-olds.'

UNIVERSITY OR NOTHING?

As highlighted earlier, there have been great improvements on the UK's overall skills levels over the past decade, largely driven by the huge expansion of higher education. This has of course been a good thing because it has allowed more individuals to develop themselves and move up in the labour market and it has enabled employers to tap into a wider pool of educated workers.

The problem is that there hasn't been a parallel focus on improving alternatives to university education, such as good vocational education and training (VET). Instead, we have seen a lack of recognition of intermediate skills, which has resulted in a vicious circle where a negative image of vocational education and training does not attract the bright and best, thus re-enforcing the perception of a route for those who don't succeed – or 'other people's children' – and with low employer engagement. This has not been helped by the fact that there has been a constant flow of institutional changes and new initiatives and reforms in VET in the UK over the past 20 years.

As a result the UK has a relatively weak vocational education and training system, with low employer engagement and thus low educational signalling. This is a problem for a number of reasons:

Firstly, it means that young people who don't go to university are particularly disadvantaged in the labour market, especially as the longer people stay in education, the more likely employers are to hire them. It could lead young people who might be more suitable for or interested in vocational education and training to choose higher education instead. Their talents and interests may then not be used to the full, and if they don't choose a relevant subject, they could struggle at university.

Secondly, it leads to more difficult transitions into work, as mentioned above. A recent OECD review demonstrates how exposure to the workplace while learning can, at least partly,

account for the differences in youth unemployment across countries. Indeed, the school-to-work transition is easier in countries where combining study and work is frequent, for example Austria, Germany and Switzerland, the so-called 'apprenticeships countries'.²⁷ This is because young people have a 'softer landing' in the labour market; they are not expected to immediately enter work with all the employability skills that are required to be effective in the workplace. Furthermore, young people are exposed to contact with employers early on, which, as we will see below, is crucial.

Finally, it means that employers don't necessarily get the skills they need. The UK does not have a very balanced skills profile, which can lead to skills shortage issues. Employers often ask for more technical skills, for example the lack of technical skills was named as one of the reasons for not recruiting young people by employers we surveyed.²⁸

BREAKING THE GLASS CEILING

The UK is a country that has low inter-generational social mobility, with people's success in life being strongly determined by who their parents are and what they do. Children tend to have similar jobs to their parents and a number of occupations are particularly closed off to those from more disadvantaged backgrounds. Indeed, some professions are dominated by those from more affluent and privileged backgrounds and young people from average or poorer backgrounds are three times less likely to aspire to be a professional than those from professional backgrounds.²⁹

This is due to a lack of advice and guidance at school, low experience of and insight into professional jobs, lack of access to vital networks (the 'who you know' factor) and low self-confidence. Social class can thus limit a young person's success in the labour market, regardless of aptitude.³⁰

A MORE COMPLEX LANDSCAPE TO NAVIGATE

Furthermore, working life has become more complex. Over the last generation, there have been unprecedented changes, with traditional jobs and industries disappearing and being replaced by a varied landscape of occupations in an increasingly globalised, digitally driven economy. This means that navigating the world of work has become a lot more complicated. Rapid technological change means that we have limited insight into what jobs will be available in the future and what skills are needed.

As a result, there is a lack of knowledge about sectors and occupations among young people. This means that not enough young people study the subjects that would make them

attractive to employers; many struggle to navigate the jobs market; and there is some skills mismatch. Indeed, respondents to our most recent *Labour Market Outlook* survey say that a better knowledge and understanding about sectors and occupations would improve young people's employability.³¹

BREAKING THE NO EXPERIENCE, NO JOB CYCLE

The one thing that really disadvantages young people in the labour market and makes them lose out to older workers and migrants is their lack of work experience, as this is what employers look for when they recruit:³²

'You've got these young people who are up against somebody who may be five or six years older, who has had the get up and go to cross a continent to come to the UK,' Chris Grayling, Employment Minister and the driving force behind the Government's support of work experience for young jobseekers, was quoted saying recently in the press, *'[they are] up against somebody who has no previous experience and has just left school or college here. And employers are very often giving that older person the chance, rather than that young, inexperienced person.'*³³

The press of course took this as an opportunity to reiterate the conventional wisdom that young British workers lack the 'get up and go' and that 'young people are being failed' by the education system.³⁴

However, what this is really about is that employers, given the choice, will employ somebody who is older (and most migrants will be as it would be rare that somebody comes to the UK straight out of education) and has work experience. So this isn't really comparing like with like.

It is a problem, then, that fewer young people combine work and studying, thus lacking the experience of the world of work.³⁵

'If I would have known what I know now, I would have worked before going to university or at the same time, as it would have helped me to understand the working world and what is important. When you are at university, you don't know what is important, you think it's your degree and when you leave you just get a job,' says Natalie, 23, mentee on the CIPD's Steps Ahead Mentoring programme.

This then often locks young people into a vicious circle where they can't get a job because of the lack of experience and can't get experience because they can't find a job: *'Employers want experience but they don't want to give you that. It's a vicious circle. Things have changed as well; a few years ago,*

when I finished school employers were looking for skills and qualifications, now a lot want experience in the right area,' says Rachel, a young jobseeker also taking part in Steps Ahead.

LOST IN TRANSLATION?

In addition, current recruitment methods tend to disadvantage young people; informal methods are common and young people lack the access to necessary networks. If they do get a job interview, they often struggle to translate the skills they have into something that is relevant to the world of work and the employer.³⁶

We've asked HR professionals who are mentoring a young jobseeker as part of our Steps Ahead Mentoring pilot about their mentee's skills and whether this was something that held them back. No, was the resounding answer. On the contrary, most young people had relevant skills and experiences but they struggled to get them across to the employer and 'market' themselves:

*'Young people don't recognise the skills they've used in past activities or can't demonstrate them. So the skills are lost in translation, but they are there.'*³⁷

Sometimes it's also directly linked to the business language used in the workplace:

*'They often miss the business language. My mentee, for instance, didn't know what "vendor" meant in one of the application forms, even though he had sales experience and had studied business. So often they fail because of the language used.'*³⁸

Often this is also about the lack of insight into workplaces and which experience might be relevant:

*'One of my mentees wanted to work in a science-related or research job as she had studied forensic science. She didn't have much on her CV but there was something called "school project". I asked her about it and it turned out that she had conducted a full research project including managing a team for field work, which was perfect for the type of job she was after.'*³⁹

The problem with this is that most young people are quite blissfully unaware about their gaps in this area. They think it's to do with their personality or their skills rather than the way they 'market' themselves. They don't understand how important this is.

'Most young jobseekers are overly confident in their self-assessment,' says Kelly Duncan, CIPD project executive in charge of the Steps Ahead pilot. 'They are not aware of their lack of knowledge about recruitment and their inability to "sell" themselves.' At the beginning of the mentoring relationship young people were asked to fill in a questionnaire rating themselves in a number of areas: how confident they are in terms of their ability to write a CV and applications as well as on attending interviews. The questionnaire is completed again at the end of their mentoring relationship to help measure how they have progressed and whether the mentoring has added value. *'We've discovered that many rated themselves very highly and it was only in the subsequent sessions with their mentor that they discovered the challenges they faced and what they didn't know,'* she explains.

EDUCATING BOTH SIDES ABOUT EACH OTHER

But it's not a one-way street. It's not only young people needing to learn about the world of work, how to fit in and fulfil employers' expectations. It's also about employers and HR professionals, more specifically, learning about today's digitally skilled youth, which despite relatively high levels of education, seems to lack the most 'common sense' insights. For them it's about remembering that when you've never been in the workplace, its written and unwritten rules might not be so 'common sense' after all:

*'There is a generational gap. The people assessing young people are people that went to school 20 years ago; they don't remember what it is like to apply for a job when you have never worked before.'*⁴⁰

POLICY SOLUTIONS AT NATIONAL, EUROPEAN AND INTERNATIONAL LEVEL

The issue of youth unemployment and improving transitions has been on the international and European policy agenda for a few years. In June 2005, the International Labour Organization (ILO) adopted a resolution concerning youth employment, which set out their priorities in this area: combining supportive macro-economic policies and targeted measures addressing labour demand and supply as well as the quantity and quality of employment. The Organisation for Economic Co-operation and Development (OECD) also published a number of analysis pieces about the labour market situation of young people across its 34 member countries, including the UK. In 2008, it conducted a review of policies on school-to-work transition and the career perspectives of youth. The review highlighted the following key areas of improvement for the UK: increase retention rates in post-compulsory education and training, a better strategy for 14–19-year-olds, support for disadvantaged youth, improve apprenticeships and incentives for employers to take on long-term unemployed young people.

A EUROPEAN YOUTH GUARANTEE

Similarly, youth unemployment has featured high on the agenda at EU level. Arguably, until recently there have been no concrete policy proposals; however, the issue appeared first on the agenda in 2005 with the launch of the European Youth Pact. The main aim of this was to encourage member states to improve the education, training, mobility, vocational integration and social inclusion of young people. In 2009 the European Parliament, alarmed by the increasingly worsening situation for young people across some European countries, drafted an own-initiative report on youth unemployment. Both of these were followed up by the EU 2020 strategy, published by the European Commission in 2010, which developed an initiative called 'Youth on the Move' as one of its flagship policies. The main priorities of this initiative were to tackle early school-leaving, improve vocational education and training, promote traineeships and the role of public employment services to help young people with the transition into work. Further proposals to drive down youth unemployment were presented by the European Commission in December last year, through launching a Youth Opportunities Initiative, including making use of the European Social Fund, which still has €30 billion of funding available for such projects. This also included the suggestion of a European Youth Guarantee, which was adopted by EU leaders earlier this year. The details of how this should be implemented will be published later this year, but the main concept of this initiative is that it would commit national governments to give all young people a good-quality offer of employment, continued education, an apprenticeship or a traineeship within four months of leaving education. Of course, the implementation and delivery of the Youth Guarantee will

depend on the individual national governments and their and other stakeholders' willingness to commit to this.

At the same time, many European countries have implemented policy measures to tackle youth unemployment in the short term as well as improving transitions in the longer term. Some of these include: better in-school guidance and career counselling, bringing pupils and employers together, work experience and job-shadowing, specific support and priority access to services as well as employer incentives to hire young people. Some countries have already adopted youth guarantees (for instance Austria and Finland); other countries promote initiatives such as job-sharing between older and younger workers that include skills transfer elements (the Netherlands) or matching employers with school-leavers (the Netherlands).⁴¹ These are all initiatives we can learn from, but something that seems to be uniform across Europe is the desire and need to improve vocational education and training and implement some of the successful features of the dual apprenticeships system. Many European countries, particularly in southern Europe, face similar challenges in this area to the UK: a weak VET system and low recognition of apprenticeships and other alternatives to university education that combine work and learning, promoting early exposure to the workplace and employer contact.⁴²

A RUDE AWAKENING

In the UK we have woken up quite late to the problem of youth unemployment. Until recently the UK had almost full employment, which masked the more structural issues around education to work transition discussed earlier in this paper. Indeed, youth unemployment was not even mentioned in the Coalition agreement in 2010.⁴³ It was only a year later that the Government published its approach to the issue, in response to rising youth unemployment figures, but also due to a growing public debate in this area. The Government outlined its five key priorities for action, which included: raising attainment and ensuring that young people have the right skills, support for young people that risk falling through the net, encouraging employers to offer more work experience, internships and apprenticeships, promoting responsibility and ensuring that work pays and creating conditions for growth.⁴⁴

SHORT-TERM SOLUTIONS VERSUS LONG-TERM STRATEGIES

To implement some of these priorities, the Government launched the Youth Contract in April 2012, a package of policy options to tackle short-term issues of youth unemployment. These are mainly concerned with providing incentives to employers to recruit and train young people and

include: offering employers wage incentives to recruit young jobseekers, support for work experience placements, incentive payments for employers to take on apprentices and additional support for the most disengaged 16–17-year-olds. These are helpful for the short and medium term, but to tackle some of the long-term, structural issues that hamper education-to-work transitions, we need more significant changes on both the demand and supply side.

There has been a plethora of publications on youth unemployment by think tanks and charities and some employer bodies that have sought to fill that gap. Many of these provide an excellent analysis of the labour market situation of young people and put forward a number of policy options to tackle the more structural issues. Their key recommendations are centred around: more job opportunities for young people⁴⁵; preparing young people better for the world of work (notably through promoting employability skills and work experience); and providing better career advice in schools⁴⁶; improving vocational education and training and alternatives to university education; and getting more employers to offer apprenticeship places.⁴⁷ Other recommendations include how to improve the system of support and guidance for young people, for instance by providing a single Youth Employment and Skills Service and tailored back-to-work support.⁴⁸ Others suggest financial incentives for employers, such as waiving National Insurance contributions⁴⁹ or a universal youth credit paid to young learners.⁵⁰

IMPROVING VOCATIONAL EDUCATION AND WORK-BASED LEARNING

Again, improving VET and apprenticeships are common themes in the UK policy debate. This is for two reasons: firstly, because as we have seen the UK is struggling in this area, but secondly, and most importantly, because combining work and learning has the potential to address some of the challenges that young people face in the labour market. If well structured and delivered successfully it promotes employability, higher educational signalling, better progression routes in the labour market, more relevant skills and a better transition into work.

The Government commissioned the Wolf Review last autumn with a remit to look at how vocational education for young people could be improved. Alison Wolf's starting point was that the current system was failing too many young people and that the UK has a system of perverse incentives, poor recognition and confused purpose. Her conclusion was that less effort should be spent on designing qualifications and programmes that meet centrally prescribed requirements and more on providing for the needs of young people, let alone the labour market. She also thought that the qualifications acquired were too specific: *'The qualifications that most people need are general and not highly specific.'*⁵¹ More general qualifications would ensure a broader education that equipped people better and also made it easier for them to come back to the education system.

The Government has picked up some of these recommendations and has particularly focused on increasing the number of apprenticeships offered and the quality of those delivered, especially for young people. Indeed, apprenticeships are the flagship skills policy initiative, with extra funding in this area despite general public finances constraint and a drive towards more high-level apprenticeships. Discussing the apprenticeships agenda in detail and what needs to be done to achieve further improvements are not within the scope of this paper. However, what we can say is that it is clear that increases in funding alone are not enough to stimulate employer uptake of the scheme, which has been historically low, especially when compared internationally. When we asked employers why they don't offer apprenticeships, two-thirds said it was because they considered them 'inappropriate for their organisation.'⁵² This is something that will have to be addressed.

BUILDING A NEW RELATIONSHIP BETWEEN YOUNG PEOPLE AND EMPLOYERS

Looking at the challenges and policy responses outlined earlier, it is clear that improving young people's transition from education to work requires sustained commitment and long-term action from all stakeholders involved: policy-makers, education systems, society, individuals themselves and employers. We will not be able to change the way the UK's labour market institutions and education systems work through a single campaign. After all, employers are only one of the stakeholders.

However, we think that employers play a key role in all of these developments and one that has perhaps been underestimated in the UK until now. So what we can do is change the view that employers play a passive role in this and galvanise them to act where their engagement and support is the most beneficial. The good news is that many employers are keen to get more involved and engage with young people: more than one in three employers we've asked feel that there should be better collaboration between education and employers.⁵³ This is confirmed by a recent CBI survey that states that more than half of employers would like to play a greater role in delivering career services.⁵⁴

CHANGING THE HEARTS AND MINDS OF EMPLOYERS...

We want organisations to invest in young people, not only because it's the right thing to do but also because building the skills for the future is important for sustainable organisational performance. But while changing the hearts and minds of employers is necessary, it is not enough.

Employers also need some clear advice and guidance as to how to develop high-quality interventions. The recent negative publicity around work experience was unfortunate and misguided. As we will explain further below, work experience placements are invaluable to young people, for a variety of reasons, and most employers are putting a lot of effort into designing schemes that achieve the best possible outcome for the young person involved. Nevertheless, this does highlight the importance of and the need for high-quality advice and guidance for employers on how to design, set up and run interventions that are beneficial for everyone concerned: employers, the individual and society.

...AND 'HOLDING THEIR HANDS' FOR WHEN THEY ACT

Many employers are actively trying to do what they can to help young people. They are motivated by the desire to engage with their communities and 'do the right thing' as well as by

the 'business case' for their own organisations.⁵⁵ And yet, this often isn't enough. *'Employers want to get involved, but often they don't know exactly how and they need a lot of handholding,'* says Shaks Ghosh, Chief Executive of the Private Equity Foundation, which runs a pilot called ThinkForward that targets pupils that are likely to become NEET with tailored interventions in the London area of Shoreditch.⁵⁶

This is where we think we can help. The CIPD has a solid base of work providing advice and guidance to employers on how to set up and run high-quality apprenticeships, work experience placements and internships. Our guidance to employers also serves to share examples of best practice; after all, who would be best placed to give advice on 'what works' than other employers that implement successful initiatives? To provide high-quality advice, we've worked with private and public sector employers, trade unions, policy-makers and think-tanks to draw on leading research and best practice.

GETTING INVOLVED IN EDUCATION – A REALITY CHECK, FOR BOTH SIDES

We have outlined earlier how important employer contact is, even very early on in the education system: it helps young people to find out more about the working world, can give insight into what careers and jobs are available and what they need to do to get there. Crucially, young people tend to listen more to employers than to teachers or parents so their interventions, such as careers talks, work tasters and advice and guidance, can be very powerful. This is particularly important in state schools where children don't have access to the networks provided by parents and alumni in public schools.

Furthermore, it is important that advice and guidance takes place before the young person enters the labour market. Research shows that career indecision or unrealism at the age of 16 often leads to NEET status later in life and lower earnings.⁵⁷ In addition, there is often little advice for young jobseekers once they've left education as the current welfare system isn't really well equipped to provide young people with more in-depth career advice and guidance:

'A Jobcentre Plus adviser has, on average, 5–7 minutes to provide support to a young jobseeker,' says Kelly Duncan, CIPD Project Executive, who manages the CIPD's mentoring initiative, Steps Ahead. *'This isn't of course enough time to provide some career advice and insight into how to navigate the labour market.'* Indeed, young jobseekers' needs are very different from those of the more experienced unemployed but they are currently not met by the post-education support systems.

For employers to get involved in education is simple: the Education and Employers Task Force (EET), a charity playing a key role in linking education and employers, has developed an initiative called 'Inspiring the Future',⁵⁸ matching volunteers with state schools and colleges. Employee volunteers go into schools to talk about the job they do, the education and training route they took and the careers in their sector. It's a free service, for employers of all size and sector, and for staff at all levels, from apprentices and graduate recruits to CEOs. The CIPD will work with the EET to integrate an option where HR professionals can also provide advice on CV writing and interview techniques.

WORK EXPERIENCE – FINDING OUT WHAT IT IS ALL ABOUT

We've seen earlier how important an experience of the workplace is: both in terms of acquiring the necessary 'employability' skills employers ask for and gaining an insight into how the world of work works.

High-quality work experience placements at school, college and at labour market entry point can help to break that cycle. It can help young people to make the transition from education to working life by giving them an experience of the workplace and an insight into jobs and sectors, by increasing their employability skills and confidence; it gives them something to put on their CV and provides them with some access to all-important networks and insight into how recruitment works. But it's also beneficial for employers as it helps them to engage with their community, access a wider range of talent for recruitment, develop and motivate their staff and raise their profile and employer brand.⁵⁹

But work experience needs to be high quality in order to deliver the benefits described above, which is why the CIPD has developed a quality charter to guide employers.⁶⁰

THE BUSINESS CASE FOR INVESTING IN YOUNG PEOPLE

We've highlighted some elements of the business case for recruiting and investing in young people earlier: to develop and access talent for the future. But there are many more benefits, in the short and medium term, that need to be put forward.

In the short term, engaging with young people will lead to lower recruitment costs as employers engage with schools instead of conventional advertising; cost-effectiveness (through lower wages); greater flexibility in hours worked and geographically, as well as psychologically in terms of adaptation to change; higher qualifications as young people

tend to be better qualified than previous cohorts; and a willingness to learn. Long-term benefits include: creating a shared organisational culture (instil organisational values and 'shape' employees to fit their ways of working); insights and connections to the market that link to the customer base; enhanced loyalty and reduced staff turnover; a competitive advantage obtained through attracting talent and preparing for the future. Furthermore, employers benefit from innovation and energy, with young people bringing new ideas and knowledge into the organisations, as well as other, more 'intangible' benefits, such as a greater diversity of perspectives and experiences and a sense of optimism and greater aspirations.⁶¹

In addition, employers have also told us that recruiting young people helps them to prevent and address existing and future skills shortages, that it helps them to engage with their local community and that it improves their employer brand more generally. It's also a great way to develop their existing staff in terms of management and coaching skills. Furthermore, it's an important way to keep an organisation's culture and skills base, which can be passed on from older employees to the young so they don't disappear with the retirement of the older workforce.

HR professionals need to understand this business case and be able to articulate this to colleagues, line managers and senior managers in the context of their organisation. However, apart from the business case, they should also consider the social case for employing young people and integrate this into their CSR strategy.

FROM 'RISK' TO 'INVESTMENT'

We've seen earlier that young people often face such an uphill struggle in getting that all-important first job, because employers prefer to recruit someone with work experience rather than a young person straight out of education. They want someone who can 'hit the ground running' and be productive from day one. Looking at it from that short-term perspective, the business decision for employing young people is a difficult one to make. It's costly to bring in young people and line managers worry about the level of pastoral care they need to provide – in short, employers see young people as a 'risk':

'Managers don't want to manage young people, they are not used to it anymore, so this requires a change of mind,' says Andrew Moreton, Apprenticeships Manager at Cap Gemini UK, as he explains that his biggest challenge is not to find the right person to recruit but to convince line managers that it is a good idea to take them on: 'But with the right care young people do really well.'

This was the key message we got from talking to organisations that run apprenticeship schemes and thus hire very young people: the way they are managed and supported is crucial, but if that's in place, they will flourish and be a real asset to their organisation in terms of commitment and enthusiasm. So organisations need to put in a bit of work up front, thinking of how they can support the young person, in terms of building up their confidence and demonstrating that they can play a positive role in the world of work and become a trained professional. Their line manager should set clear work plans, provide informal coaching, ongoing feedback and evaluate tasks undertaken to aid the young person's development. Furthermore, we recommend that another, experienced employee acts as a mentor or coach for the young person.

In addition, employers need to remember that those things that are 'common sense' to anyone who has been in the workplace for some time, aren't necessarily so evident to a young person who has never worked. The young person, through naivety or lack of maturity, can fall foul of policies or standards of behaviour and it is vital that they have a support network in place to guide them through. Someone such as a mentor or the person responsible for managing the apprenticeships or graduate programme needs to be able to act as an advocate, to step in and have those difficult conversations early on, before any formal procedures are triggered. Good line managers with effective people management skills can also fill this role by picking up on any issues in terms of performance, behaviour or attendance as soon as they emerge, rather than waiting until they become a problem.⁶²

As this is such an important issue, and one that prevents employers from recruiting young people, the CIPD will produce as part of this campaign, with the support of the Prince's Trust, further advice and guidance on how to manage young people to get the best out of them, including the level of pastoral care needed. This will also include some information on the business case for employing young people, which is vital to get the buy-in from managers.

A VARIETY OF ROUTES INTO ORGANISATIONS

'We have focused on graduates, because it's easy. So the industry got a little reactive,' explains Jo Ward from Nestle. 'But they have high expectations and we have a higher turnover of graduates, of about 20% compared to 0% for apprentices. They are more committed to the organisations and can thus be a better way to grow your own workforce.'

As we have seen, so far employers have focused on employing graduates, regardless whether the job required a degree. Graduates have higher educational signalling: employers know more or less what they are getting when they employ graduates, especially in the absence of high-quality alternatives to university education.

However, this may be about to change as, with the rise in tuition fees, many employers consider alternative ways to bring young people into the organisation. Our forthcoming *Resourcing and Talent Planning* survey report shows that three-quarters of employers worry that a rise in tuition fees may affect their ability to get the skills they need. But they also see this as an opportunity to pick up bright A-level students and bring them into their organisation to train up as apprentices or in other positions.

We encourage our members and employers to offer a variety of routes into their organisations, as a comprehensive package of strategic youth investment and workforce development plan. *'To achieve impact you need a holistic approach, a strategy that covers a number of interventions that employers can do to invest in young people. If you only present one option in isolation, like, say, work experience, employers might not understand why they need to do it,'* says Emma Wordsworth, HR Director at Veolia Environmental Services.

So part of this campaign will be to build on our work in this area, to present a strategic approach to investing in young people with a portfolio of routes into organisations.

BE STEPS AHEAD, TAKE PART IN OUR MENTORING INITIATIVE

Ideally, some of the interventions above will *prevent* young people from becoming NEET in the first place. However, when they do, it's important that young jobseekers get additional support, as the Jobcentre Plus is not necessarily able to deliver the specific career advice and guidance a young person needs.

To bridge that gap, the CIPD has set up a mentoring initiative that matches young jobseekers with our members, HR professionals, to improve their employability and bring them close to the labour market – step by step.

HR professionals are perfectly placed to give advice and guidance to young jobseekers. They have responsibility for recruitment, so who would be a better person to give advice on how to get a job than the person in charge of making recruitment decisions? Their experience of this process and understanding of what employers look for in young applicants is key information. But we don't think the young person is the only one benefiting from the relationship: HR practitioners have the opportunity to develop their coaching and mentoring skills.

However, helping the young person to improve their labour market access is not the only aim for this initiative; we also want to challenge some of the conventional wisdom we examined earlier in this paper and foster a better understanding of the challenges young people face within the HR profession. Early evaluation evidence from our pilot shows that we have been successful in both regards. We are planning a national rollout over the course of this year and we will involve all our branches and many more CIPD members.⁶³

CONCLUSION

We have seen a shift recently towards an approach that calls for greater support for young people. However, much of this has looked at supply-side issues, such as how to prepare young people for the world of work. This is a welcome and necessary development; however, it won't yield very significant improvements in youth employment if the demand side isn't tackled, that is, the willingness of employers to take on young people and develop sustainable, high-quality routes into organisations for them. So to make a real difference, we need a holistic approach that covers both demand- and supply-side issues.

We believe that employers can and should make a difference by building a relationship with young people from school to labour market entry. We think employer intervention is crucial in the following areas, where we will focus our campaign: involvement in education, engaging with young people by giving them an early, high-quality experience of working life, providing a variety of access and progression routes into organisations, strengthening work-based learning and vocational education and training and helping young jobseekers to navigate the labour market.

This paper has aimed to set out the rationale for our campaign. It is intended very much as a discussion paper and we welcome any comments. Over the coming months we will develop a plan of action and a campaign paper.

We will seek to engage as many of our members and employers as possible, working with policy-makers and other stakeholders to make a real difference. We acknowledge that if any of this is going to work it also needs collaboration at local level. So we will work on this via the CIPD's network of 48 branches across the UK and Ireland.

A campaign can only work if people work together to make a difference and are passionate about the issue in question. The enthusiasm and support for our campaign that we have encountered so far is best summarised by the following quote from a CIPD member:

'I'm really looking forward to it – young people have so much to offer and they deserve our help and support in this tough time. We've had people support us over the years, so it's our turn to help others.'

ENDNOTES

- 1 *Daily Telegraph*, Friday, 11 May 2012: <http://www.telegraph.co.uk/news/uknews/9257348/Marcus-Wareing-blasts-clueless-and-lazy-young-workers.html>
- 2 Comments by Phil Cabe of the Forum of Private Business in the *Daily Mail* ('Young workers lack the get up and go to beat foreigners to jobs, employment Ministers warn', April 2012).
- 3 Recent remarks by David Miliband at Work Foundation event on youth unemployment: 'Youth Unemployment: Short-term fixes and long-term needs' (London, 10 May 2012).
- 4 1.03 million young people aged 16–24 were unemployed in February 2012.
- 5 Most recent Eurostat data, up to February 2012.
- 6 Lanning (forthcoming).
- 7 Philpott, J. (March 2011).
- 8 Bell and Blanchflower 2009.
- 9 Coles et al (2010).
- 10 European Foundation for the Improvement of Living and Working Conditions (Eurofound) 2012.
- 11 *Labour Market Outlook*, Winter 2011–12 (CIPD 2012e).
- 12 *ibid.*
- 13 UKCES 2012b.
- 14 CIPD focus group on the recruitment of young people, 29 November 2012.
- 15 See: <http://www.nationalnumeracy.org.uk/numeracy-hidden-behind-literacy/index.html>
- 16 The Government outlined its approach to social mobility in its strategy 'Opening doors, breaking barriers'.
- 17 UKCES (April 2012a).
- 18 This is the vision of the Education and Employers Task Force, a charity that has not only been instrumental in shaping the policy debate in this area but is also pioneering some excellent initiatives involving employers into education. Please visit: <http://www.educationandemployers.org/>
- 19 UKCES (NESS 2010).
- 20 See Keep 2012.
- 21 <http://www.bbc.co.uk/news/uk-scotland-scotland-business-17448206>
- 22 Mann 2012a.
- 23 *ibid.*
- 24 City and Guilds 2012.
- 25 CIPD 2012e.
- 26 The UKCES will soon publish its follow-up to the Youth Enquiry report.
- 27 OECD 2010.
- 28 CIPD (2012e).
- 29 Professions for Good (2012).
- 30 Mann, A. (2012b).
- 31 CIPD 2012e.
- 32 UKCES 2012a, CIPD 2012e.
- 33 *Daily Mail*, 16 April 2012 ('Young UK workers lack get up and go to beat foreigners to jobs, Employment Minister warns').
- 34 *ibid.*
- 35 The UK Commission will shortly publish a follow-up to its Youth Inquiry report that includes an analysis on this data.
- 36 Evidence collected from the midterm evaluation of Steps Ahead and CIPD focus group, November 2011.
- 37 Mentor taking part in the CIPD's mentoring pilot, interviewed at the midpoint evaluation, 15 December 2011.
- 38 *ibid.*
- 39 *ibid.*
- 40 John Stacey, HR professional, CIPD member and volunteer for the CIPD mentoring programme, Steps Ahead, sharing his insights on the disconnection between employers and work (at the Steps Ahead midterm evaluation, Coventry, December 2011).
- 41 Eurofound (2012).
- 42 Based on stakeholder views collected during a study visit to Brussels, May 2012.
- 43 HM Government (2010).
- 44 HM Government (2011).
- 45 ACEVO (2012).
- 46 See Bivand, P., ACEVO and Grist, M. et al, Birdwell J, Working Links (November 2011).
- 47 See ACEVO, Gracey and Kelly, Working Links and Grist et al (February 2012).
- 48 See Bivand, P., Acevo, Grist, M. et al (November 2011).
- 49 Grist, M et al (2011).
- 50 Bivand, P. (November 2011).
- 51 Comments made by Alison Wolf at an APPG on Social Mobility, 30 January 2012
- 52 CIPD 2011d.
- 53 CIPD 2012e.
- 54 CBI 2011.
- 55 CIPD 2012c.
- 56 Comments made at the recent Work Foundation event on youth unemployment: 'Youth Unemployment: Short-term fixes and long-term needs' (London, 10 May 2012)
- 57 Mann 2012b.
- 58 <http://www.inspiringthefuture.org/>
- 59 CIPD 2012e.
- 60 CIPD 2012c.
- 61 UKCES 2012b.
- 62 CIPD 2012b.
- 63 To get involved: <http://www.cipd.co.uk/stepsaheadmentoring>

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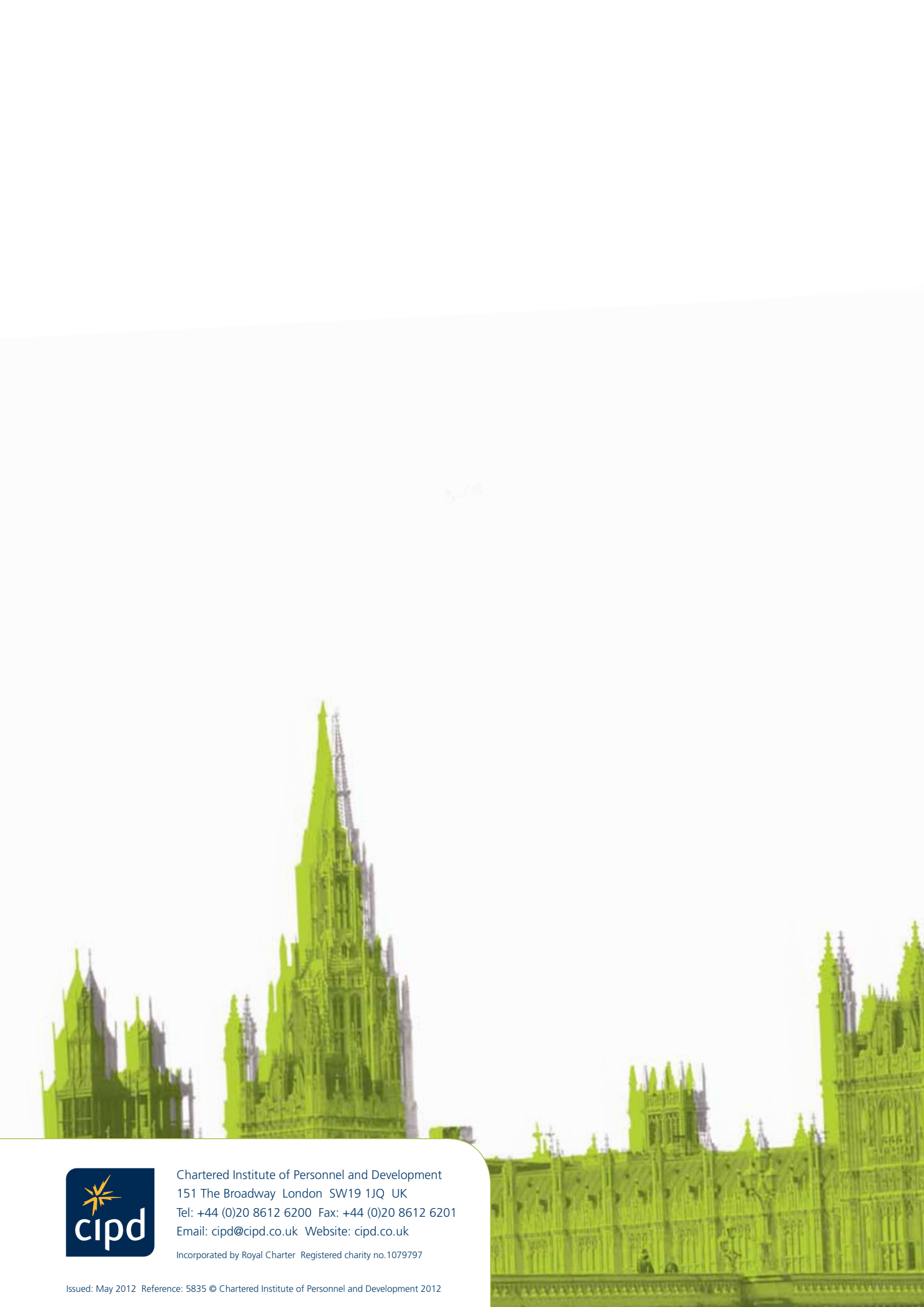
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