



Ready for Work

The capabilities young people
need to find and keep work –
and the programmes proven
to help develop these

Impetus – The Private Equity Foundation is committed to transforming the lives of 11–24 year olds from disadvantaged backgrounds by ensuring they get the support they need to succeed in education, find and keep jobs, and achieve their potential.

We find the most promising charities and social enterprises that work with these children and young people. We help them become highly effective organisations that transform lives; then we help them expand significantly so as to dramatically increase the number of young people they serve.

Introduction	02
Executive summary	04
Recommendations	06
1. Methodology	10
2. A common language for work readiness	12
3. The programmes proven to work	23
4. Conclusion	32
Bibliography	34
Glossary	36
Advisory group and research team	38
Catalogue of programmes	39

Introduction

This report, produced by Impetus-PEF in partnership with the Young Foundation and the Social Research Unit at Dartington (SRU), seeks to provide practical answers to the question: *how can we help young people be ready for work?* We believe the findings contained here will benefit those who fund, invest in or provide services to improve the employability of young people – including our main concern, young people from disadvantaged backgrounds.

A crisis in youth unemployment

Even in recovery, there is still a youth unemployment crisis in the UK today, with almost one in five young people out of work. In our report *Make NEETs History in 2014*, we found that those leaving school with only GCSE-level qualifications (or less) are more than twice as likely to be unemployed as those with better qualifications. Research has shown the life-long negative scarring effect that a sustained period of unemployment can have on a young person's life. Today's young people feel the bar to getting a job is higher than ever and face the demoralising prospect of scores of unanswered applications.

Yet a recent study by McKinsey found that around a quarter of employers had left entry-level vacancies unfilled. A third had lost out on business opportunities because they could not find recruits with the right skills. We have a disconnected system which is not equipping young people with the skills, experiences and capabilities they need to be ready for work. Why is this? And what can be done?

The need for clarity

Much research and policy concerns the skills young people need to become work ready and there are lists of the skills, capabilities, experiences and qualifications young people need to secure a job. Most recently, NPC's 2012 *Journey to Employment (JET) Framework* and the employability skills developed by the CBI (Fothergill, 2012) provide definitions that speak to the needs and experiences of particular stakeholders.

So the problem is not a lack of information about what makes a young person work ready, but rather the lack of a common, evidence-based language across all stakeholders. Employers are particularly crucial stakeholders and by surveying their needs, we are providing a distinctive guide that will help young people make a successful transition from school to work.

Young people like the idea of having a job, but need considerable in-work support during that early stage to ensure their employment is sustained.

Employer,
construction sector

Forging a shared understanding

In this report we argue that it is crucial to have a shared understanding of the vital capabilities young people need to enter the workforce. These six capabilities are typically expected of all employees, old and young, but are rarely communicated clearly and concisely. This report sets out these capabilities and then identifies the programmes proven most successful in helping young people attain them.

Sustained employment for young people will only be achieved through the cultivation of the capabilities employers want. We believe that a joined-up approach between education, business and policymakers will result in young people who are better equipped for work – and employers ready to employ them.

From report to reality

At Impetus-PEF, we intend to lead by example. Our mission is to support young people from low income backgrounds to achieve in education and employment. We do this through our *driving impact* package of support that helps charities become more skilled at producing real and lasting outcomes for the young people they serve.

We believe *Ready for Work* is the next step in improving valuable work of all those concerned with young people and school to work transitions. We will help the charities in our portfolio – as well as other organisations and stakeholders – to integrate Ready for Work into their programme design and evaluation. We will also support their use of the six capabilities to performance manage their work with young people. In this way we hope to help more organisations drive impact and produce meaningful, sustained outcomes for young people.

September 2014

Impetus – The Private Equity Foundation



Executive summary

This report sets out the findings of a research project that seeks to answer the questions: what do young people need to be ready for work? And what makes the biggest difference to their work readiness? Our aim is to equip service providers, employers, funders and policymakers with the information they need to inform their service design and investment decisions.

The fractured nature of career services today has led to a situation where young people, and those who support them, rarely have direct contact with a representative range of employers. When we talk about the skills young people need to be 'work ready', often cited are a list of 'employability skills' that are essentially outcomes, or second-order factors, such as leadership, teamwork, problem solving and communication. This leaves young people asking the question: "But how do I get those capabilities in the first place?" Those developing the programmes are left wondering how they can support young people to obtain these capabilities.

The outcome of our research with employers, social organisations, educators and young people leads us to conclude that, alongside stable personal circumstances and appropriate qualifications, young people must attain a set of six vital capabilities in order to be ready for work.

Six vital capabilities to be ready for work



While each capability is important, employers made clear that, on their own, no one capability is enough. Young people need all six of these to be ready for work.

We found that employers commonly recognise the development of these capabilities in three progressive stages – emerging, developing and established – and illustrative behaviours for each capability are set out in section 2.

Our research has revealed that often support for unemployed and disadvantaged young people to get into work is based on 'fashions' in practice, rather than evidence of the methods leading young people to sustainable employment, particularly disadvantaged young people. In section 3, we set out the results of our international search for interventions that are proven to lead to work readiness. We found only 37 such programmes – suggesting that overall there is a shortage of evidence-based interventions that lead to work readiness, and a gap in the research base into what works.

We therefore believe that funders and service providers must make robust evaluation a priority so that we can build our growing knowledge of interventions and practices that are effective. We are calling for evaluation of the role of capabilities in work readiness to feature in the design of ongoing and future programmes.

In this report we make the case that a clear picture of the part that these capabilities play in getting young people ready for work is a prerequisite to ensure that programmes that lead to the development of capabilities receive the profile – and therefore the investment – they deserve.

Recommendations

Ultimately our aim is for young people – especially those from disadvantaged backgrounds – to benefit from this report. We encourage them to seek opportunities to develop their capabilities in order to boost their employability and put themselves on a path to success in the workplace. However, the chances of young people finding and keeping a job are dependent on commissioners, policymakers, service-delivery organisations, schools, employers and evaluators. Therefore we recommend:

1 For commissioners and policymakers:
Those who invest in, commission or design services to get young people into work must use and support the development of the evidence base to consider both their target population and what the available evidence tells us about what works for them. This must include what works for developing the capabilities we identified. The long-term outcome of employment is the ultimate goal, but short-term and intermediate outcomes are essential for getting to that goal.

2 For service-delivery organisations:
Those working directly with young people must take seriously the need to codify and manage against short-term and intermediate outcomes which have a valid claim to lead to the long-term outcomes of employment. These are particular to each organisation's programme design, but the six capabilities are well-suited starting points for the development of short-term outcomes, as they describe observable behaviours that organisations can track and work towards. We also recommend that organisations review the catalogue of programmes (page 39) to consider where evidence-based practice might be able to strengthen their programmes.

3 For schools:
In *Make NEETs History in 2014* (Impetus-PEF, 2014) we called for schools to be engaged in and accountable for preparing young people for the transition from school to work. We know there are many schools which already consciously aim to cultivate the character skills essential for this. The six capabilities can help schools channel and manage their efforts in this so that young people can develop the capabilities employers want. Those responsible for making commissioning decisions for schools should also make use of the evidence base to make informed decisions about which programmes to pay for.

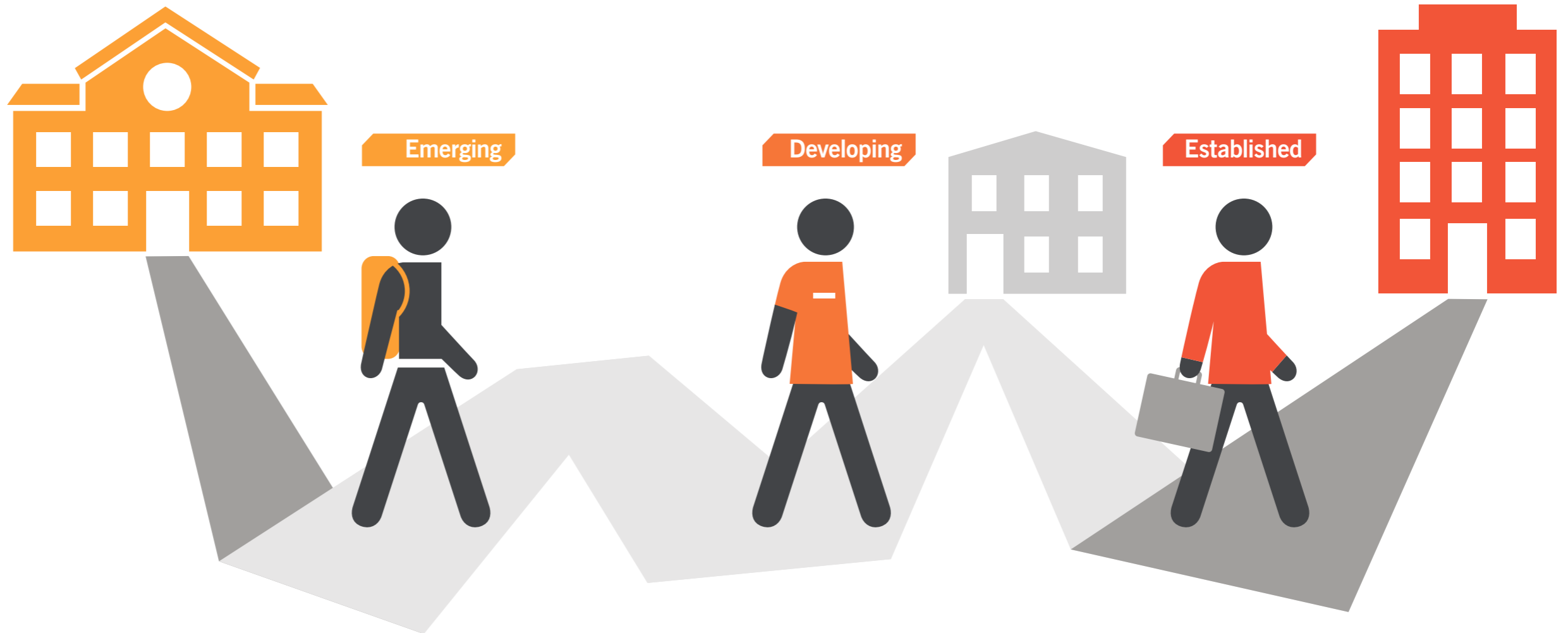
4 For employers:
Those who run programmes aiming to enhance young people's employability can use the six capabilities and the catalogue of programmes to develop programme design and effective management. For all employers, we recommend the six capabilities serve as a common language in recruitment, training and development.

5 For evaluators:
Those involved in commissioning, funding and undertaking evaluation of programmes must include issues of process, performance management and the attainment of short-term and intermediate outcomes. This should include a greater focus on high-quality formative evaluations being carried out before a randomised control trial (RCT) or a quasi-experimental design (QED) evaluation is commissioned. In general, robust evaluation of interventions in the work-readiness space must be made a priority, to address the paucity of knowledge about what works in this area.

Ready for Work

The UK job market has changed dramatically over the past 20 years. Many young people, particularly those from disadvantaged backgrounds, find it increasingly difficult to make a successful transition from education to employment. At the same time, employers express concerns about the level of training and support they need to give to young recruits.

Working directly with UK-based employers, we have identified **six essential capabilities** that young people are expected to demonstrate in order to get and keep a job. As a young person builds these capabilities, they advance through the stages of development – emerging, developing and established – further increasing their employability.



For more information visit impetus-pef.org.uk/ReadyForWork



Self-aware

Takes responsibility for themselves and others, exhibits self-control, accountability for one's actions, does not shift blame and recognises their own strengths and weaknesses.



Receptive

Willing to address weaknesses, takes feedback and advice, open to new ideas and working in different ways, open-minded, patient and flexible.



Driven

Displays a positive attitude, applies oneself consistently, reliable, motivated, punctual, well-organised, hard-working and goes the extra mile.



Self-assured

Has good levels of self-esteem, willing to ask questions and seek more information, can work alone without clear direction, displaying physical signs of self-esteem, such as a firm handshake.



Resilient

Copes with rejection and set-backs, learns from mistakes, open to constructive criticisms, determined to overcome obstacles, perseveres and does not panic under pressure.



Informed

Has an understanding of the job market, able to search for job vacancies, does background research, understands office etiquette, well-presented, can effectively describe their achievements verbally and has a representative CV.

1.

Methodology

This report was produced by Impetus-PEF, in partnership with the Young Foundation and the Social Research Unit at Dartington (SRU). It was researched and written by Anna Smee and Tessa Hibbert of the Young Foundation, Bethia McNeil of SRU, and Rhian Johns and Jenny North of Impetus-PEF. We would like to thank the many colleagues from business, academia and social organisations who contributed to our research and analysis.

Identifying capabilities

- The capabilities outlined here have been drawn from interviews with 20 UK employers, with the main themes explored in greater detail in three focus groups.
- The findings were backed by a review of existing employer surveys and reports.
- We filtered a long list of personality traits, skills and behaviours to draw out the underlying capabilities young people need to succeed in the world of work.
- Finally, we tested the language used to describe these capabilities with young people to ensure it resonated with them.

We have brought these together to create a cohesive set of ready-for-work capabilities as well as identifying the behaviours that employers look for to evidence young people possess them. We provide these not as a new type of measurement tool for young people's capabilities, but as an aid to identifying what works in enabling young people to make a successful transition to employment.

Researching programmes

The next stage of our research was to identify which interventions or programmes with young people effectively lead to work readiness. We consulted 22 international databases, searching for programmes which aimed to target outcomes related to employment (including employability and work readiness) and/or the six capabilities. After looking at the total number of interventions that impact on work readiness in each of the 22 databases, we discounted any interventions that had a weak evidence base, evidence of no effect or insufficient information to make a call. We then analysed and compared those that remained to draw out the key themes of the interventions that met our requirements.

We excluded interventions in our research if they had not undergone an RCT or QED evaluation, and where there was evidence of a positive impact on work readiness and/or the associated capabilities as defined in this report.

It is important to note that our research was not exhaustive; so the research does not represent a systematic review. We did not apply standards of evidence to appraise the quality of RCT/QED studies or to assess the weight of evidence of impact for each programme.

2.

A common language for work readiness

Our review of the literature reveals three main themes in explaining the factors that enable young people to make a smooth transition to work:

- Need for stable personal circumstances
- Appropriate level qualifications
- Character traits: 'ready-for-work capabilities'.

By maintaining a focus on these individual issues, we do not seek to shift the blame for youth unemployment onto young people themselves. We acknowledge the wider societal context of economic structure and lack of available jobs facing young people today. We recognise that a young person can be completely work ready and yet not be able to find a job because of these external factors. The starting point for this research, however, is that – notwithstanding these external factors – we must investigate the skills, experiences and capabilities a young person needs to have in order to be work ready in this current context. By doing this we can provide a valuable insight for them and those who support them in their job seeking.

Personal circumstances

It is widely understood that young people need stable-enough personal circumstances to be able to function well in the labour market. A wide range of research into youth unemployment shows that personal circumstances are linked with unemployment rates: of young people who are long-term unemployed, 38% came from the bottom 20% of the distribution of a continuous family background index linked to parental occupation, parental economic activity, parental qualifications, lone parenthood and social housing. They are also more likely to be facing other disadvantage, including teenage motherhood, being disabled or having learning disabilities, being in care or a young offender (ACEVO, 2012). Additionally, Audit Commission research from 2010 revealed that young people with caring responsibilities are twice as likely as their peers to experience six months or more not in employment, education or training.

Appropriate level qualifications

Similarly, we know that there is a clear link between youth unemployment and attainment of recognised and relevant qualifications. Recent research from The Work Foundation (Reid et. al., 2013) reveals that more than 40% of young people with no qualifications are unemployed – and half of these have been unemployed for over 12 months. By comparison, among young people with qualifications at A-level (or equivalents) or higher, just over 10% are unemployed – and a far smaller minority of that qualification group has been unemployed for more than 12 months.

Employers are looking for personal qualities. Over and above everything else, that is what they are looking for.

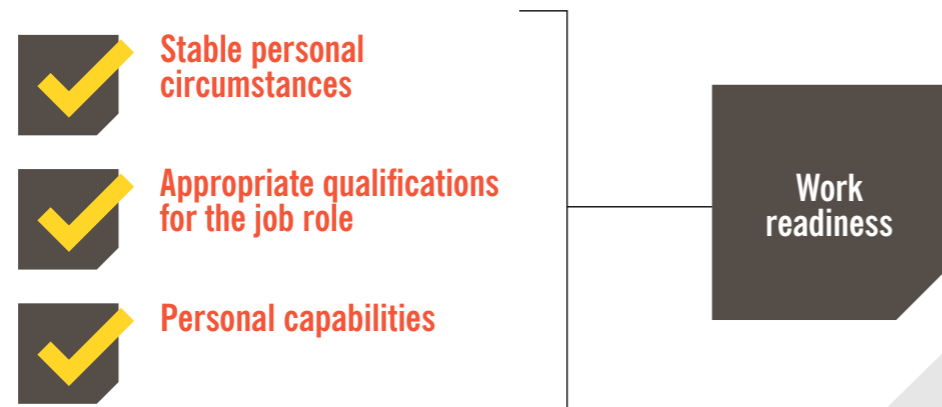
Apprenticeships training provider

Personal skills and qualities

The third area highlighted is the range of personal skills and qualities young people need to become ‘employable’. There is widespread acknowledgement of the importance of the skills needed for work: factors such as leadership, teamwork and communication skills. These are highlighted in research conducted by the CBI and their resulting definition of employability skills (Fothergill, 2012). In this paper, we argue these are ‘second-order’ capabilities. Our aim in this research is to produce a succinct list of the all-important first-order capabilities that young people need in order to continue their path to employability, articulated in straightforward language that all stakeholders understand and can relate to. These are the foundation on which all further skills and experiences are built.

The outcome of our research into what these skills are and how they can be gained led us to conclude that, alongside stable personal circumstances and appropriate qualifications, young people must attain a full set of six vital capabilities in order to be ready for work.

In this paper, we highlight personal capabilities because our research has revealed this area to be the least understood and, we believe as a result, they are being undervalued.



The six vital capabilities to be ready for work

Our research identified that employers expect young people to be work ready at the point of interview: they need six vital capabilities to access and succeed in the workplace. In our interviews and focus groups, employers made clear they expect young people to possess and display a full set of these capabilities. We hope this list will facilitate a common understanding of work readiness and the key capabilities young people need.

Five out of six of these capabilities are intrinsic factors (sometimes called ‘soft skills’) that primarily have value to the individual (such as a qualification or job). We acknowledge they are hard to cultivate, demonstrate and measure. But they are the lynchpin of future success and the short-term and intermediate outcomes that all work-readiness programmes should commit to achieving.

One capability stands out as different to the others – that is ‘informed’. Although it cannot be described as a character trait, it is a characteristic, and one which we felt was both essential and distinctive. The employers we consulted were adamant about its importance. Without it, a job seeker with all the other necessary attributes will struggle to focus and channel their efforts. For those who deliver programmes, ‘informed’ is one of the easier capabilities to codify and track progress against.

These capabilities are requirements to succeed in any form of employment, skilled or unskilled. They are therefore applicable to all young people, including those from disadvantaged backgrounds, who are entering the workforce at any age. Our recommendations focus on children and young people in the early stages of work readiness who will be seeking employment in the short- to medium-term.

The six capabilities



Self-aware



Receptive



Driven



Self-assured



Resilient



Informed

These capabilities are explained in more detail in this section, in terms that come from employers. Descriptions are given to explain how young people signal they possess these capabilities and how employers recognise them at three stages of young people's work readiness: emerging, developing and established. The descriptions are not intended as a measurement tool but to provide practical illustrations of the capabilities, and in language used by employers themselves.



Self-aware

Recognises own strengths and weaknesses, exhibits self-control, takes responsibility for themselves (and others), relates to others as adults rather than as in a child/parent role, able to communicate and explain their strengths and weaknesses to others, does not shift blame, accountable, sets realistic goals, recognises their limits, has the ability to control emotions and desires in difficult situations.

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> Starting to identify own strengths and what is needed to improve Identifies some realistic career goals and why they are of interest Matches own skills and qualities to those needed in career ideas
Developing	<ul style="list-style-type: none"> Able to think of examples of own skills, qualities and achievements in a way which is fit for purpose Aspirations in line with personal attributes
Established	<ul style="list-style-type: none"> Realistic view of chosen career options based on own skills, qualities and interests Will take responsibility for own learning and development Will take responsibility for own work-life balance, healthy lifestyle and emotional wellbeing

Many young people don't realise that as part of work they have to take responsibility for themselves and their own progression.

Employer, telecommunications sector



Receptive

Willing to learn, open-minded, patient, flexible, happy to consider travel and/or relocate, displays humility, shows respect for other people, appreciates the views of others, works well with others, recognises the importance of compromise, can identify people to ask/learn from, engages in informal networking, learns from different people and situations, willing to tackle their weaknesses, open to working in different ways, takes on feedback and advice.

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> ➤ Willing to learn ➤ Positive attitude towards education ➤ Open-minded
Developing	<ul style="list-style-type: none"> ➤ Willing and able to travel to work ➤ Has identified people to ask for help and to learn from ➤ Able to identify some areas for improvement ➤ Patient when working in a team or on a task
Established	<ul style="list-style-type: none"> ➤ Engages in informal networking ➤ Can give examples of successful businesses ➤ Willing to tackle weaknesses ➤ Willing to work in different ways (shift work, hot desking, remote working, outdoors or indoors, flat structure or hierarchy)

We are looking at how the person is going to grow over the next ten years.

Employer, financial sector



Driven

Determined, diligent, hard-working, shows care and conscientiousness in their work, displays a positive attitude, keen, enthusiastic about all tasks, motivated, punctual, proves themselves quickly, works carefully, does background research, goes the extra mile, well organised, persistent, in the right place at the right time, reliable, applies themselves consistently.

Young people need realistic expectations about what work is. They need to show commitment and determination.

Employer, financial sector

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> ➤ Displays enthusiasm for career ➤ Works hard ➤ Works carefully
Developing	<ul style="list-style-type: none"> ➤ Well organised ➤ Always on time ➤ Reliable ➤ Some plans for the future
Established	<ul style="list-style-type: none"> ➤ Positive about the future and ability to achieve goals ➤ Does background research ➤ Goes the extra mile ➤ Proves themselves quickly



Self-assured

Quietly confident, displays self-belief, has good levels of self-esteem, believes they can reach goals, influences future outcomes and shapes their life, independent thinker, makes eye contact, exhibits good posture, has a firm hand shake, displays trust in other people, willing to ask questions and seek more information, able to work alone without clear direction.

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> ➤ Willing to try new things, with new people, on their own ➤ Will ask people in authority questions (e.g., parents, teachers, police, social workers, employers) ➤ Engages in positive (non-academic) activities in and out of school ➤ Rejects activity that has a negative impact on them or those around them
Developing	<ul style="list-style-type: none"> ➤ Will attempt to do things even when they know it will be hard ➤ Uses body language to demonstrate confidence (e.g., stands and sits up straight, makes eye contact, shakes hands firmly) ➤ Will introduce themselves to a stranger when appropriate
Established	<ul style="list-style-type: none"> ➤ Believes own actions can make a difference ➤ Can give examples of achievements they are proud of ➤ Can give examples of overcoming challenges ➤ Proactively seeks new challenges (e.g., work, sport, travel, learning)

It all starts with confidence.
Employer, voluntary sector



Resilient

Copes with rejection and set-backs, does not take things personally, learns from mistakes, does not panic, adaptable in new or difficult situations, open to constructive criticism, bounces back, looks on the positive/bright side, overcomes adversity, can handle uncertainty, perseveres, emotionally strong, displays grit.

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> ➤ Learns from mistakes ➤ Bounces back from mistakes and low points, with some support ➤ Can handle some uncertainty
Developing	<ul style="list-style-type: none"> ➤ Copes with rejection ➤ Does not get down when things go wrong ➤ Can maintain focus on longer-term projects
Established	<ul style="list-style-type: none"> ➤ Avoids taking things personally ➤ Copes without panic in new or difficult situations ➤ Open to constructive criticism ➤ Can usually handle whatever comes their way ➤ If they start something, they will finish it



Informed

Understands job market, aware of options, can identify pathways into work, direct contact with employers, capable of searching for job vacancies, can uncover background information about sectors/companies/roles, will interact with job centres/recruitment firms/HR, has representative CV, understands office etiquette, punctual and well presented, can effectively describe themselves and their achievements verbally, proactively seeks advice from people in work, understands impact of education and training levels on employment.

Stage	Examples of expected behaviour
Emerging	<ul style="list-style-type: none"> ➤ Can identify job roles of interest ➤ Review any contact with employers, volunteering or work experience and say what was learnt ➤ Can identify whether future plans have changed as a result of work experience ➤ Some business and customer awareness
Developing	<ul style="list-style-type: none"> ➤ Can identify a career goal and explain routes to achieving it ➤ Can identify skills and qualities appropriate to a chosen career ➤ Be able to carry out activities in the workplace, review them and say what was learnt ➤ Good customer service
Established	<ul style="list-style-type: none"> ➤ Can explore and reflect on career opportunities in different sectors ➤ Can talk about own career plan and long-term goals by drawing on experiences ➤ Can explain what has been learnt through work experience or volunteering and how this is relevant to their future career plan

Young people need to explain how their life experience to date is relevant to the role. They need a story.

Employer,
telecommunications
sector

3. The programmes proven to work

Approach

The first stage of our work concluded that a young person is work ready when they have stable personal circumstances, relevant qualifications for their role and a set of six capabilities needed for the workplace.

In the next stage of our project we investigated which interventions led to these outcomes. In using the terms ‘intervention’ and ‘programmes’, we are referring to a specified or ‘packaged’ approach which contains a series of components.

This was necessary because all too often in our consultation phase we found that funders, investors and those involved in service design are supporting programmes based on ‘fashions’ in practice, rather than evidence that the interventions leads to sustainable employment for young people, particularly disadvantaged young people. This leads to non-evidence-based policymaking and misplaced investment, and ultimately we are not doing our best for young people.

Our aim is that our findings will be used by those involved in funding and designing services to ensure that support flows to interventions based on evidence of the outcomes from young people. We are not, however, endorsing any specific programme.

Sampling programmes

All programmes we reviewed have been evaluated through an RCT or QED evaluation, which has shown evidence of a positive impact on work readiness and/or the associated capabilities as defined in this report. Analysis of the interventions included, helps us draw out the key themes for evidence-based practice.

In total, the 37 programmes listed in the catalogue were drawn from 22 databases. A digest of these interventions is provided on page 39.

Each intervention was catalogued according to the following fields:

- Stated aim of the intervention at outset (in the language of the programme designers)
- Cross reference to the capabilities for work readiness referred to in this report
- Target group and age
- Key components of the intervention, using standardised terms such as ‘work experience’ or ‘information, advice and guidance’ (‘IAG’)
- A description of the activities offered in the language of the programme designers
- Duration and dosage of the activities offered
- Current delivery status
- Country of origin
- Evaluation design
- Study sample size
- Outcomes
- Study results
- Source (for further information).

Research results

The immediate difficulty in analysing the information contained in the catalogue was the lack of standardisation used in the evaluation approaches, methodology and reporting. This made it extremely hard to make comparisons between interventions, particularly when discussing constructs such as work readiness or other subjective terms.

Despite these caveats, there are useful observations that can be made on the research findings, which are as follows:

➤ **Number of interventions included**

Our sample was made up of 37 interventions that, met our criteria for inclusion, which had undergone robust evaluation, and showed evidence of a positive impact on work readiness.

➤ **Country of origin**

The overwhelming majority of the interventions (28) originated from the US. Five of the interventions originated from the UK, two were from Canada, one from Trinidad and Tobago and one from Tunisia.

➤ **Evaluation design**

Twenty-one interventions had been evaluated using an RCT and a further five used a QED evaluation. The remaining seven interventions used a combination of methods.

➤ Target group and age of young people

Almost half of all interventions (14) included in our sample operated with young people aged 14-16. This could be because employability is particularly relevant to this age. However it could also be because this is the time work readiness falls into the school curriculum in the UK and US. Seven interventions began once young people were 16-17 years old, six interventions operated once young people were over 18 and five interventions were started when young people were under 14 years old.

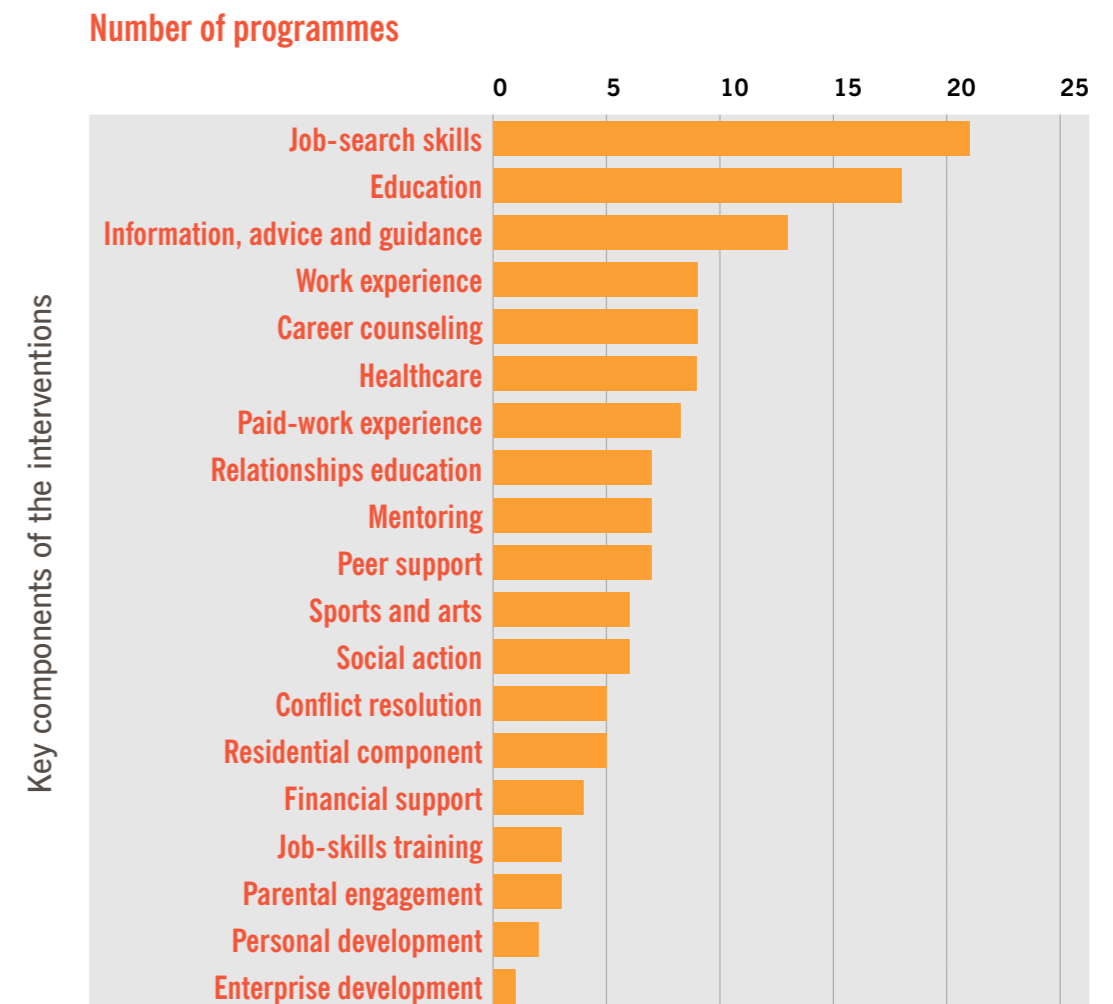
About a third of the interventions we reviewed (13) were applicable to all young people: they were not focused on a particular target group. The interventions may be more likely to be applied with high-risk young people but were not written solely for this group. The remaining interventions were created for specific groups such as disadvantaged young people, disabled young people or those described as high-risk.

➤ System readiness

We looked at the interventions included to see if they were ready to be delivered in the UK. Only five interventions are currently being delivered in the UK (those that originated here). Only 19 interventions in total are currently being delivered anywhere in the world. The remaining 18 are not currently being delivered anywhere, as far as we know. These interventions would need to be adapted to ensure they fit current delivery context. It is important to remember that a positive RCT result does not tell you that these results would be repeated in a different location with a different population.

➤ Key components of the intervention

We analysed the key components of the interventions, using a number of standardised terms. The distribution shows that the most common components of successful interventions are 'job-search skills', 'education' and 'information, advice and guidance' ('IAG'). Work experience is also a key part of 17 interventions but in the chart that follows it is split into paid and unpaid categories.

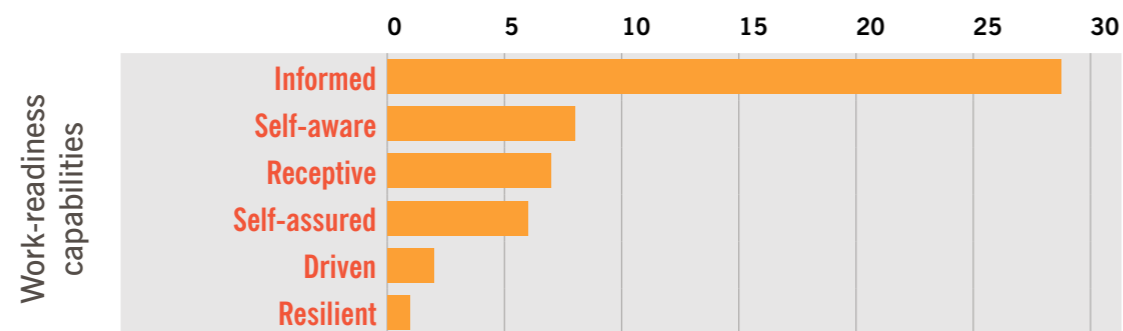


It is interesting to note that the majority of the interventions focus most overtly on job-search skills and associated components (information, advice and guidance, work experience), alongside educational attainment, rather than the development of social and emotional capabilities. However, we need to acknowledge that there are many other interventions that focus on social and emotional capabilities but would not include work readiness or employability in their stated aims, so would not be included in the catalogue.

Work-readiness capabilities

We analysed the stated aims of each intervention to cross reference with our list of work-readiness capabilities. Some subjectivity was involved in making these cross references, as standardised definitions were not used by the interventions included nor the academic literature in which the evaluations were reported. However, of our six capabilities there was a clear focus on the capability of young people to be 'informed' by the interventions in the sample.

Number of programmes



Study results

Analysis of the results of the evaluation studies showed a mixed picture. While all the programmes included in our sample are all proven to have a positive effect on young people's employability outcomes, they were not all successful in all of their stated aims. For example, one study showed an intervention improved young people's educational attainment, but was not able to improve their attitude towards employment or their self-confidence and self-efficacy.

Analysis also revealed many studies report different results for men and women taking part in the interventions. More analysis is needed of the relative impact by gender.

Some studies indicate that the greatest gains from the programmes were made by those in the greatest need. The impact of the intervention was greater for them as they have further to travel.

Analysis

Reviewing the results of the research, some key themes emerge:

1 There is a shortage of evidence-based interventions that lead to work readiness

Our fieldwork involved searching international databases for interventions that get young people into sustainable employment and are based on a clear logic model, have been evaluated rigorously and been shown to have a positive effect on achieving sustainable employment outcomes for young people. Only 37 interventions were revealed and only five of these are currently delivered in the UK. As only 19 of these programmes are currently being delivered anywhere in the world, it is reasonable to say that there is a shortage of evidence-based interventions that lead to work readiness and even fewer that are 'system ready' for a UK-context without significant investment.

Our conclusion is not that there is a shortage of work-readiness programmes in existence; on the contrary, preliminary research indicates the existence of many more that could be considered to have a weaker evidence base, but are promising or emerging in the UK. We know from our fieldwork and contact with the project's Advisory group (see page 38) that there are many more projects and programmes that aim to improve young people's work readiness – including many projects being run directly by employers – which have not yet been through an experimental (RCT) evaluation. To a large degree this can be explained by the fact that the programmes are relatively new and resources needed to conduct the evaluation are scarce. In this report we make the case for funders and service providers to make robust evaluation a priority so that we can build our growing knowledge of interventions that are effective.

2 Existing evaluations give little attention to process

Current evaluations often contain simplistic discussions of process rather than rigorous evaluation of the different components that make up the intervention. Papers actually evaluating practices for evidence of their effectiveness are limited and often restricted to qualitative case studies. Those that used quantitative approaches tend to use pre/post questionnaires which could lead to response bias. Additionally, only a couple of the documented studies used longitudinal data to assess whether certain practices actually led to increased rates of employment among participants. This made extremely difficult for us to isolate different components of interventions and check whether their inclusion made the difference for young people finding and keeping work.

We are calling for rigorous formative evaluation of interventions, which assess how effective different elements of the process are, so that we know what makes the biggest difference in getting young people into work. In particular, RCT and QED studies must be built on strong formative evaluations, which have not only helped to make an intervention as strong as it can be before a summative evaluation is attempted, but which also typically provide great insight into the details of implementing and managing the intervention. Formative evaluations – as well as process evaluations as part of an RCT – are a critical part of ensuring that people can use the results of a summative evaluation and ideally replicate positive outcomes.

3 **There is little standardisation, either in terminology or methodology, of evaluations**

The noted lack of shared language for work readiness is revealed in the wide ranging differences between terminology and constructs used in the evaluation studies we reviewed.

While understandable, this means that there is lack of read over between the programmes and it is not possible to clearly judge which are more effective.

The lack of standardisation in the way these programmes have been evaluated means that it has not been possible to compare them against each other. Therefore it is not possible to say, for example, that mentoring or parental engagement works better than another approach. However, what we can say is that all of the approaches contained in the catalogue of programmes are effective in getting young people ready for work because of the strict criteria we applied for their inclusion. We are not able to conclude which approaches are more effective or why they are effective.

We believe that, if those who design and deliver services for young people and those who fund and evaluate them are using the same shared language set out in this report, we will be able to build up a much clearer idea of what works and why. For example, if both a mentoring or parental engagement programme use the capabilities to develop their framework of short-term and intermediate outcomes, we will be better able to determine more about which approach builds which capacity for which group of young people.

4 **Few interventions teach career skills without developing young people's social and emotional capabilities alongside**

While there is a lack of standardised reporting across evaluations, we are still able to identify that all our successful interventions offer activities to support at least one of the capabilities for work readiness outlined in section 2, alongside careers guidance and job-search skills. This reinforces our conclusion that employers require both that young people be informed about their chosen career and, also have a range of capabilities to make them fit for the workplace.

5 **Research outcomes tend to focus on 'hard outcomes' such as academic attainment or entry to work, rather than developing capabilities**

In reviewing the evidence backing interventions, we noted that few include improvements in personal and social capabilities as evaluation measures. Instead the overwhelming focus is on so-called hard outcomes such as qualifications gained or homelessness prevention. These long-term outcomes are rightly the goal. However, for an evaluation to be truly useful, and used, it should indicate the short-term and intermediate outcomes (including the cultivation of the six capabilities) which precede the long-term outcomes. This is essential for helping commissioners and service deliverers replicate and build on what has already been successfully produced. Clearly defined short-term outcomes of a programme are essential for organisations to manage their efforts and resources against, and the evidence base the sector develops must reflect this.

Our definition of work readiness goes some way to redressing the balance between the long-term outcomes that we are all striving for and the short-term outcomes that make it possible to get there. We hope to see many more programmes focusing on the development of capabilities vital for work readiness.

Conclusion

In this report we have presented the vital capabilities that young people need to possess to be ready for work. Our aim is to provide employers, funders, policymakers and those delivering services with the information they need to inform their service design and investment decisions.

All employees, old and young, are typically expected to have the six capabilities we describe, but these are rarely communicated in a simple and concise way. Our research with employers supports the finding that these first-order capabilities are as important to them as traditional skills and qualifications – and therefore to young people's future life chances.

Our work identifying proven interventions that lead to work readiness also reveals that all programmes included a focus on capabilities alongside job-search skills and educational attainment, suggesting that their importance is recognised. We found that, despite the growing consensus about the importance of 'soft skills', the evaluation of interventions still fails to shed much light on how to develop the short-term and intermediate outcomes which must precede long-term outcomes. This has to change if we are to give work on young people's personal development the status that employers want us to.

Our final conclusion is that, on their own, no one of these elements or capabilities is enough to get young people truly work ready. We believe that achieving stability in personal circumstances, the right level of qualifications for the job and a basic level of competency in all six capabilities are the minimum required by young people to achieve sustained employment. We believe that a shared understanding of what young people need to be ready for work will lead to more investment in programmes based on robust evidence, better management of programmes, and make a longer-term impact on young people's preparation for work.

Bibliography

ACEVO, (2012). *Youth unemployment: the crisis we cannot afford*. London: ACEVO.

Audit Commission, (2010). *Against the odds: re-engaging young people in education, employment and training. Technical paper – creating a predictive model of the characteristics of young people NEET*. London: Audit Commission.

Copps, J. and Plimmer D., (2013). *The Journey to Employment*. London: NPC.

Equipped for the Future, (undated). *What new workers in entry level jobs need to be able to do*. [WWW] Available at <http://eff.cls.utk.edu/PDF/WorkReadinessProfile.pdf> [Accessed 1/3/14]

Feinstein, L., (2004). *The Relative Economic Importance of Academic, Psychological and Behavioural Attributes Developed in Childhood*. London: Centre for Economic Performance.

Fothergill, J., (2012). *Learning to Grow: What employers need from education and skills. Education and skills survey 2012*. London: CBI.

Heckman J., (2008). *The Case for Investing in Disadvantaged Young Children. In First Focus (2008) Big Ideas for Children: Investing in our nation's future*. Washington: First Focus.

Hughes, C. and Crowley, L., (2014). *London: A Tale of Two Cities: Addressing the youth employment challenge*. Lancaster: The Work Foundation.

Impetus-PEF, (2014). *Make NEETs History in 2014*. London: Impetus-PEF.

Koen, J., Klehe, U., Van Vianen, A.E.M., (2012). *Training career adaptability to facilitate a successful school-to-work transition*. Journal of Vocational Behaviour, 81, 395-408.

Lanning, T., (2012). *Learning to earning: Understanding the school-to-work transition in London*. London: IPPR.

Lippman, L., Atienza, A. Rivers, A. and Keith, J., (undated). *A Developmental Perspective on College & Workplace Readiness*. Washington DC: Child Trends.

Maslow, A. H., (1954). *Motivation and Personality*. New York: Harper and Row.

Mann, A., (undated). *It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults*. London: Employers and Education Taskforce.

Mourshed, M., Farrell, D. and Barton, D., (2013). *Education to employment: designing a system that works*. McKinsey Centre for Government, Washington DC.

Moynihan, L., (2003). *A longitudinal study of the relationships among job search self-efficacy, job interviews, and employment outcomes*. Journal of Business and Psychology Vol. 18, No. 2.

O'Connor, C.D., (2012). *Agency and reflexivity in boomtown transitions: young people deciding on a school and work direction*. Journal of Education and Work, 1-20, iFirst Article.

Reid, B. and Cominetti, N., (2013). *Youth Insight: The voices of UK young people on their experience of the world of work, and their aspirations for the future*. Lancaster: The Work Foundation.

Roberts, Y., (2009). *Grit – the seeds of success and how they are grown*. London: The Young Foundation.

Schoon, I. & Duckworth, K., (2010). *Leaving School Early- And Making It! Evidence From Two British Birth Cohorts*. European Psychologist, 15(4), 283-292.

Thompson, S., (2013). *States of uncertainty: Youth unemployment in Europe*. London: IPPR.

Vuolo, M., Staff, J. and Mortimer, J.T., (2011). *Weathering the Great Recession: Psychological and Behavioral Trajectories in the Transition from School to Work*, Developmental Psychology, 48(6), 1759-1773.

Yates, S. et. al., (2010). *Early Occupational Aspirations and Fractured Transitions: A Study of Entry into 'NEET' Status in the UK*. Journal of Social Policy.

Terminology	Definition
Capability	The power or ability to do something.
Employability skills	The skills needed to be work ready.
Evidence-based	An intervention which is tightly defined with a logic model and robust evaluation has shown leads to desired outcomes.
Intervention	A specified or packaged approach to achieving outcomes for young people which contains a series of components; programme.
Long-term outcomes	The ultimate measure of an organisation's social value: the changes which the organisation intends to make for its target population, and for which it wants to be held accountable.
Outcomes	A change that can be linked to an organisation's intentional efforts.
Performance management	An iterative process by which an organisation monitors its day to day service delivery (as laid out in the organisation's blueprint) to beneficiaries, and puts in place improvements whenever a beneficiary is not progressing towards their short-term outcomes.
QED (quasi-experimental design)	An experimental evaluation where participants are not randomly allocated to either an intervention or control group. This makes it harder to attribute cause and effect when observing differences in study outcomes across the two groups. This is considered to be less robust than an RCT study design.
RCT (randomised control trial)	An experimental evaluation where similar participants are randomly allocated to an intervention group where they enter the programme or a control group where they do not. This allows for comparison of study outcomes across the two groups. This is considered a robust study design.
Short-term and intermediate and outcomes	Short-term outcomes are the immediate, incremental changes that occur during the programme as a direct consequence of staff efforts. Intermediate outcomes are the changes in the target population expected at specific intervals and which can be assessed at key stages of the programme.
Work readiness	The ability to move self-sufficiently within the labour market to realise potential through meaningful and sustainable employment.

Components of interventions

Career counseling

Where support is provided directly relating to finding a career

Conflict resolution

Where the programme focuses on skills needed to manage conflict

Education

Where the programme offers academic support

Enterprise

Where the programme involves a complex project

Financial support

Where the programme provides access to resources

Healthcare

Where the programme focuses on improving health (e.g., sexual health, drug use)

Information, advice and guidance (IAG)

Where information, advice, guidance is given

Job-search assistance

Where workshops or advice are provided on interview skills, CV writing and help with job search

Job-skills training

Where the programme focuses on developing skills and behaviours relating to employment

Mentoring

Where a trusted adult provides support or encouragement to a participant on a range of topics

Paid-work experience

Where the programme provides work experience or placements that are paid

Parental engagement

Where the programme includes parents during sessions

Peer support

Where the programme encourages support between participants

Social action/community support

Where the programme involves work or volunteering in the community

Sports/arts

Where the programme uses sports and arts as part of the sessions

Relationships

Where the programme focuses on building and maintaining healthy relationships

Residential

Where the programme took place off site and/or provided accommodation

Work experience

Where the programme provides unpaid work experience or placements

Advisory group and research team

Advisory group

Marie-Louise Burman
Nestlé

Dominic Cotton
UK Youth

Christina Dennis
Morrisons

Leon Feinstein
Early Intervention Foundation

Rayhan Haque
Ingesis

Lucy Hawthorne
NUS

Caroline Hooley
National Grid

Kelly Hughes
Department for Education
(Traineeships)

Tom Jackson
Resurgo Social Ventures

Pippa Knott
Cabinet Office (Youth Policy)

Andy Martyn
Barclays

Anna McGinnes
Prince's Trust

Ann-Marie Morrison
Mace Group

Nick Parker
Scouts

Katerina Rudiger
CIPD

Helen Saddler
Cabinet Office (Youth Policy)

John Wastnage
British Retail Consortium

Oliver Wright
Bain & Company

Research team

The Young Foundation
Social Research Unit at Dartington
Impetus – The Private Equity
Foundation

Catalogue of programmes

Catalogue of programmes

All interventions we reviewed have been evaluated by an RCT or QED evaluation, and this evaluation shows evidence of a positive impact on work readiness and/or the associated capabilities as defined in this report. Analysis of the interventions included helps us draw out the key themes for evidence-based practice. Select information has been omitted from the printed version catalogue that follows to accommodate design constraints. The full set is available; please register your interest to receive the dataset here: impetus-pef.org.uk/ReadyForWork

The information in the catalogue reflects what was available as of May 2014. This catalogue will be reviewed on an annual basis; requests to consider additional sources of information or for amendments can be sent to: kawika.solidum@impetus-pef.org.uk

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
After School Matters	Child Trends	To help young people develop their talents and gain critical skills for work, college and beyond.	Informed Self-Aware Receptive	14-18	US high school students living in Chicago	Paid-work experience IAG Job-search assistance Sports/arts	The programme offers paid apprenticeship-type experiences in a wide variety of areas such as sports, art, technology, communications and science. Each individual works in the designated area where they learn and make use of skills to accomplish their tasks. There are instructors present to provide information, guidance and feedback, as well as introducing the pupils to the world of work. The programme allows the individuals to learn about career and educational opportunities and build the necessary skills to succeed in the workplace.	90 hours over 10 weeks during term-time and 135 hours over 6 weeks during summer. Instructor-to-student ratio is 1:15; study notes 180 hours over 20 weeks in autumn and spring terms, meeting 3 hours after school, 3 times a week.	US	afterschoolmatters.org	Logic Model: Paid apprenticeships will encourage low income young people to engage in employment by showing hard work yields a salary. They gain skills and learn about opportunities. It also exposes them to skills they will need and builds a relationship with adults to enhance motivation towards better academic performance. The importance of school is stressed by conducting the programme on school days.	Hirsch, B. J., Hedges, L.V., Stawicki, J. A., & Mekinda, M. A. (2011). <i>After School Programs for High School Students: An Evaluation of After School Matters</i> . Evanston, IL: Northwestern University. George, R., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). <i>After-school programs and academic impact: A study of Chicago's After School Matters</i> . Chicago, IL: Chapin Hall Centre for Children at the University of Chicago.
American Conservation and Youth Service Corps	youth-employment-inventory.org	To increase educational and employment prospects in participants, and to promote a strong work ethic and sense of public service	Informed	18-25	Out of school young people	Paid-work experience Job-search assistance Education	The programme provides temporary paid-service employment, with jobs such as tutoring, helping with athletic events for children with disabilities, clearing city parks. 32 hours per week on environmental improvement and community improvement. 8 hours a week on developmental activities. The programme also provides job training, helping the individuals search for employment, academic skills training, basic and remedial education, GED courses and life-skills training.	There is no official time commitment and the intensity of the programme depends on the individual's work schedule.	US	corpsnetwork.org/about/history	No additional notes	Jastrzab, J., Masker, J., Blonquist, J., & Orr, L. (1996). <i>Evaluation of national and community service programs, impacts of service: Final report on the evaluation of American conservation and youth service corps</i> . Washington: Cooperation for National Service.
Asdan Certificate of Personal Effectiveness (Cope)	CAYT	To promote a wide range of personal qualities, generic and key skills	N/A	14-18	Level 1 and 2 of the programme target UK students in Years 10 and 11	Paid-work experience Job-search assistance Education	The programme trains young people in a wide range of areas: communication, citizenship and community, sport and leisure, independent living, the environment, health and fitness, science and technology, work-related learning, international links, expressive arts, beliefs and values. Each section should take 10 hours.	Level 1 and 2 require 120 hours within the school year (either built into the school PHSE programme or options system). Level 3 requires 150 hours within post-secondary education system.	UK	asdan.org.uk/courses/qualifications/certificate-of-personal-effectiveness-level-1-and-2	No additional notes	Harrison, N., James, D., & Last, K. (2012). <i>The impact of the pursuit of ASDANs Certificate of Personal Effectiveness (CoPE) on GCSE attainment</i> . Project Report. UWE/ASDAN.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Broadened Horizons, Brighter Futures	MDRC	To maximise economic self-sufficiency and independence by improving employment outcomes	Self-aware Informed	16-22	Young people living in the US who receive Social Security disability benefits	Career counseling IAG	The programme wanted to promote self-sufficiency and independence in young people with disabilities by improving their employment outcomes. The programme provided young people with person-centred planning, customised employment services, benefits counseling, financial literacy training, and access to individual development accounts. Support continued to be provided throughout the project.	This is described in terms of service contact where the annual number and cumulative duration of service contacts per participant are greater for employment-related services than for any other category of services. On average, participants are contacted 49 times for approximately a total of 29 hours. Employment services: 14 hours over 20 contacts Benefits planning: 8 hours over 15 contacts Case-management services: 4 hours over 9 contacts Education-related services: 2 hours over 3 contacts	US	No specific programme website found	No additional notes	Fraker, T., Mamum, A., Manno, M., Martinez, J., Reed, D., Thompkins, A, A., & Wittenburg, D. (2012). <i>The Social Security Administration's Youth Transition Demonstration Projects: Interim Report on Broadened Horizons, Brighter Futures</i> . Mathematica Policy Research, No. 7638.
Capturing Kids' Heart Teen Leadership Program	NREPP	To improve students' emotional wellbeing and social functioning	Receptive Self-assured Informed	11-18	N/A	Relationships Conflict Resolution	The programme includes 50 lessons involving role play, group activities, presentations and projects focusing on healthy relationships, handling peer pressure, public speaking skills, making responsible decisions, and resolving conflicts.	Each lesson is implemented in a 50-90 minute health education class. It lasts one term or one school year. Study 1 implemented this over one term and Study 2 over 10 weeks	US	flippengroup.com	No additional notes	Danaher, A. C. (2006). <i>Character education: The impact of a teen leadership program on student connectedness (Unpublished doctoral dissertation)</i> . Texas A&M University, Kingsville. Cirillo, K., & Colwell, B. (1993). <i>Effects of a 10-week social-cognitive intervention on selected psychosocial attributes and interpersonal effectiveness of high school students</i> . Unpublished manuscript, Texas A&M University, College Station.
Career Academies (USA)	Child Trends MDRC	To enable participants to make a successful transition into higher education and work	Driven Informed	14-18	US high school students	Career counseling Relationships Education	The programme involves groups of 30 to 60 students and teachers with sessions focusing on different themes such as business and health. There were also academic- and occupation-related classes along with a focus on building constructive relationships.	From the start of secondary school to the end. Students attend 2-7 academy lessons alongside normal school lessons, all of which contribute towards official educational qualifications.	US	No specific programme website found	Career Academies UK is a national charity supporting the UK roll-out of the careers academy model. Some adaptations have been made.	Kemple, J. (1997). <i>Career Academies: Communities of support for students and teachers: Further findings from a 10-site evaluation</i> . New York: Manpower Demonstration Research Corporation. Kemple, J., Poglinco, S., & Snipes, J. (1999). <i>Career Academies: Building career awareness and work-based learning activities through employer partnerships</i> . New York: Manpower Demonstration Research Corporation. Kemple, J. & Snipes, J. (2000). <i>Career Academies: Impacts on students' engagement and performance in high school</i> . New York: Manpower Demonstration Research Corporation. Kemple, J.J. (2001). <i>Career Academies: Impacts on students' initial transitions to post-secondary education and employment</i> . New York: Manpower Demonstration Research Corporation. Kemple, J.J. & Scott-Clayton, J. (2004, March). <i>Career Academies: Impacts on labor market outcomes and educational attainment</i> . New York: Manpower Demonstration Research Corporation. Kemple, J. J., & Willner, C. J. (2008). <i>Career Academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood</i> . New York, NY: MDRC.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Career Beginnings	Child Trends	To enhance success in school and workforce. Provides mentoring, workforce training, placement and competency-based curriculum	Informed	16-18	High-risk US high school students in Grades 11 and 12 (equivalent to ages 16-18).	Work experience Education IAG Job-search assistance Career counseling Mentoring	The programme provides jobs to participants in the summer between Grade 11 (equivalent to age 16-17) and Grade 12 (equivalent to age 17-18). They also attend workshops and classes related to college entrance exams and finance. They attend college and career fairs, as well as receiving educational and career counseling. Community adult mentors are matched with each student to serve as a role model and to assist students in planning for the future.	The mentoring and academic support lasts for 2 years, while the summer component/workforce training lasts for one summer.	US	csub.edu/careerbeginnings/	On the Child Trends's database, it is documented that the authors of the evaluation paper note the reason that employment and earnings may have been lower for experimental than control participants is because of a trade off between attending further education and working. http://childtrends.org/?programs=career-beginnings	Cave, G., & Quint, J. (1990). <i>Career Beginnings impact evaluation: Findings from a program for disadvantaged high school students</i> . New York: Manpower Demonstration Research Corporation.
Career Transition Program	MDRC	To support participants to graduate from high school, get competitive employment experiences and be enrolled into post-secondary education	Informed Receptive	16-21	Young people who are in secondary school or who have exited secondary school in the last 12 months, with severe emotional disturbances, e.g. schizophrenia, personality/mood/conduct/anxiety disorders, ADD, ADHD, depression	Paid-work experience Job-search assistance IAG	The programme offers paid employment for its individuals as well as focusing on educational progress. Each individual creates a plan with their goals for employment and education and an action plan of how to achieve them. The programme also combined work-based experiences (informal interviews and visits to job sites) as a way to find competitive paid employment. Once employment was found, the individual was supported through job coaching and counseling and any other resources that were relevant.	1 year of core services, and then 2 years of follow-on service. In 15 months following post random assignment, participants on average had 72 contacts for a total of 24 hours (service provider contacts lasted 28 hours including contact with other agencies). Case management: 12 hours over 37 service contacts Employment services: 10 hours over 19 service contacts Benefit planning: 1 hour over 4 or more contacts (not specified) Education-related services: 5 hours over 14 service contacts	US	No specific programme website found	Services available to control group were relatively strong.	Fraker, T., Baird, P., Mamun, A., Manno, M., Martinez, J., & Reed, D. (2012). <i>The Social Security Administration's Youth Transition Demonstration Projects: Interim Report on the Career Transition Program</i> (No. 7637). Mathematica Policy Research.
Carrera Adolescent Pregnancy Prevention	Coalition for EBP	To reduce teenage pregnancies by helping individuals identify talents and progress towards healthy growth and development	Informed	13-18	Economically disadvantaged young people (teenagers)	Job-search assistance Education Relationships Healthcare Sports/arts	The programme consists of academic assistance, job club (activities related to job applications), family life and sex education, arts activities and individual sports. Only academic assistance is a daily activity, the rest are 1-2 times a week. It also provides free mental health and medical care; reproductive health care is a key component.	An after-school programme, running for 3 hours each weekday for 3 years. On average, participants attended 12 hours of program activities per month over the three years.	US	childrensaidsociety.org/carrera-pregnancy-prevention	The programme costs approximately USD 4,750 per year per teen.	Philliber, S., Kaye, J., & Herrling, S. (2001). <i>The national evaluation of the Children's Aid Society Carrera-Model Program to prevent teen pregnancy</i> . Philliber Research Associates. Philliber, S., Kaye, J., Herrling, S. & West, E. (2002). <i>Preventing pregnancy and improving health care access among teenagers: An evaluation of the Children's Aid society-Carrera Program</i> . Perspectives on Sexual and Reproductive Health, 34 (5), 244-251.
City University of New York's Project	MDRC	To maximise economic self-sufficiency and independence by improving educational and employment outcomes	Informed Self-assured	14-19	Young people with severe disabilities	Work experience Job-search assistance Sports/arts Parental engagement Social action/community service	The programme provides recreational activities, workshops on self-determination, career development, benefits counselling, summer employment. It also included workshops for parents on benefits planning and availability of community services.	There were 19 workshops. On average young people spent 43 hours in total attending workshops (an average of 9 workshops) Self-determination: On average, 15.5 hours over 5 workshops Benefit planning: 6 hours over 7 service contacts Employment-related services: 133 minutes (including workshops and one-to-one meetings)	US	No specific programme website found	No additional notes	Fraker, T., Black, A., Broadus, J., Mamun, A., Manno, M., Martinez, J., McRoberts, R., Rangarajan, A., & Reed, D. (2011). <i>The Social Security Administration's Youth Transition Demonstration Projects: Interim Report on the City University of New York's Project</i> . Mathematica Policy Research, No. 6964.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Colorado Youth WINS-Youth Transition Demonstration	MDRC	To work with youths with disabilities to reach their full economic potential	Informed	14-25	Young people receiving social security disability benefits or at risk of receiving them in the future.	Job-skills Training	The programme has a person-centred approach. This includes benefits planning, employment and education related services.	On average, participants spent 7 hours on the programme spread over 14 service contacts.	US	No specific programme website found	No additional notes	Fraker, T., Baird, P., Black, A., Mamun, A., Manno, M., Martinez, J., Rangarajan, A., & Reed, D. (2011) <i>The Social Security Administration's Youth Transition Demonstration Projects: Interim Report on Colorado Youth WINS</i> . Matchemtica, Policy Research Inc. http://www.mdrc.org/sites/default/files/full_580.pdf Fraker, T., Baird, P., Black, A., Mamun, A., Manno, M., Martinez, J., Rangarajan, A., & Reed, D. (2011). <i>The Social Security Administration's Youth Transition Demonstration Projects: Interim Report on Colorado Youth WINS</i> . Washington, D.C: Matchemtica, Policy Research Inc.
Community Assistance Programs (CAPs) Employment Training Program	Issue Lab	To provide employment training and job placement services to individuals in Chicago	Informed Driven Self-aware	18-20	Young people involved with the foster care system.	Residential IAG Education Peer support Relationships Paid-work experience Job-search assistance Healthcare Career counseling Personal development	The programme is classroom-based and lasts for four weeks with time spent at an off-site educational simulation centre. During the first week, there is a focus on orientation, general assessment, emancipation advice and a meeting with an employment counselor. In week two, there is a focus on classroom-based training, writing resumes, communication and interviewing techniques. There is also a job club where members of different companies talk about the job. In week three, there is a focus on personal development, self-marketing and dressing for success. Teamwork and team building activities also took place during this week. In the final week, job club was held again, and there was also a focus on customer service training. This process ended with the individual being placed in a subsidised job where they had to work 20 hours a week for two months.	4 weeks long	US	capsinc.org/#/about	No additional notes	Dworsky, A., & Havlick, J. (2010). <i>An employment training and job placement: Program for foster youth, making the transition to adulthood in Cork County, Illinois</i> . Chaplin Hall, University of Chicago.
Coping with Work and Family Stress	NREPP	To teach recent employees how to deal with stressors at work and at home	Informed Self-aware	18+	Employees	Conflict resolution Healthcare IAG	The programme was delivered weekly in groups of 15-20 individuals, where they were taught effective methods for reducing risk factors (stressors and avoidance coping) as well as enhancing protective factors (active coping and social support) through behaviour modification. The techniques that were taught focused on how to modify and eliminate sources of stress. Information sharing and skill development was also covered with activities including group discussion, problem-solving skills, effective communication. There is an underlying focus on the role of stress, coping with it and social support as a way of overcoming substance use and psychological symptoms. There are 16 sessions, which last for 90 minutes and are led by a facilitator.	16 sessions lasting for 90 minutes to groups of 15-20	US	instepconsulting.com/individuals-work-and-family-stress.html	Study article could not be accessed. Information from website only.	Kline, M. L., & Snow, D. L. (1994). Effects of a worksite coping skills intervention on the stress, social support, and health outcomes of working mothers. <i>Journal of Primary Prevention</i> , 15 (2), 105-121. Snow, D. L., Swan, S. G., & Wilton, L. (2002). A workplace coping skills intervention to prevent alcohol abuse. In J. Bennett & W. E. K. Lehman (Eds.), <i>Preventing workplace substance abuse: Beyond drug testing to wellness</i> (pp. 57-96). Washington, DC: American Psychological Association.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Employability Improvement Program (Eip)	youth-employment-inventory.org	To offer a flexible choice of training programmes and services to improve the employability of clients who are experiencing difficulties in finding and retaining jobs	Informed	Not specified	All ages but mainly young people.	Career counseling Work experience Job-search assistance IAG	The programme comprises eight components related to counseling assistance, training and work experience, mobility assistance and income support. Individuals receive job opportunities, project-based training employment counseling and youth initiatives.	Average duration of the programme is 5 months. Job opportunities: 24 weeks Project-based training: 24 weeks Purchase of training: 15 weeks	Canada	No specific programme website found	No additional notes	Human Resources Development Canada (1995): Evaluation Of The Employability Improvement Program - Final Report. Human Resources Development Canada, Evaluation And Data Development Strategic Policy (not available online, information gathered from website) http://www.youth-employment-inventory.org/inventory/view/60/
Empowering Young People's Pilot	CAYT	To enable disadvantaged young people to take part in positive activities that contribute to educational engagement and higher self-esteem	Self-assured	14-18	Young people who are receiving free school meals or are looked after.	Financial support Sports/arts Social action/community Service Residential	The programme provides funding for disadvantaged young people to take part in positive activities. The funds are not given direct to the young people but are made available by a card system or a web-based system. The activities that the young person can attend cover sports, art, media, recreational, educational, residential and miscellaneous activities. Examples of these are: army cadets, sea cadets, food hygiene courses, activity holidays, swimming, pottery classes, t-shirt making and swimming.	10 Months	UK	gov.uk/government/publications/empowering-young-people-pilots-evaluation	No additional notes	Bielby, G., Purdon, S., Agur, M., Gardiner, C., George, N., Golden, S. & Taylor, E. (2010). Empowering Young People Pilots (EYPP) Evaluation Final Report. National Foundation for Educational Research. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/221962/DCSF-RR206.pdf
Flowers with Care	Child Trends	To help students stay in school and perform better	Informed	US high school aged students who have dropped out of school, equivalent to UK early school leavers		Education Career counseling Job-skills training	The programme provides a class focused on getting individuals through GED test (General Education Development). The main focus of this test is on social studies, science, reading, mathematics and writing. The programme also has an extensive counseling component as well as an emphasis on youth development and job-skills training.	Up to 4 years as is normal for educational qualification achievement (GED)	US	No specific programme website found	No additional notes	Dynarski, M., Gleason, P., Rangaraja, A., & Wood, R. (1998). <i>Impacts of dropout prevention programs, final report</i> . Washington, D.C.: Mathematica Policy Research, Inc.
Hillside Work Scholarship Connection	dropout prevention.org	To increase the rate of pupils completing school	Informed Receptive	12-18	Pupils at risk of dropping out of school	IAG Mentoring Job-search assistance Education	The programme provides pupils who are at risk of dropping out of school with support at home, at school and on the job. The individuals have two of more risk factors for increased probability of dropping out. Each individual is assigned to a mentor who works in the school and works with the pupil on a graduation plan and other services. These services include academic tutoring, summer enrichment programmes and life skills development. A unique component is the Youth Employment Training Academy - a five-week programme on customer service, office and interview skills, financial literacy and management.	Spread over 5 years, Youth Advocates assigned at the start. Weekly enrichment sessions to focus on activities. Further on in the model the young people become eligible for part-time job placements.	US	hillside.com/HWSCSyracuse.aspx	No additional notes	Pryor, D (2004) The Hillside Work-Scholarship Connection: Charting a course for the future. CGR http://www.cgr.org/reports/04_R-1397_HillsideWorkScholarship.pdf

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Job Corps	Child Trends	To make young people responsible, employable and productive citizens. The focus is on teaching young people the skills they need to become employable and independent and to place them in meaningful jobs or further education	Self-aware	16-24	Disadvantaged young people aged 16 to 24	Education Residential Job-search assistance Healthcare	The programme prepares young people for a successful career. It does this by employing a holistic career approach which is focused on education and training. It provides academic education, vocational training, residential living, health care services, counseling and job-placement assistance to the individuals in the programme. The programme uses classroom based and practical learning experiences to prepare young people for a stable career.	No set duration – 8 months on average. Participants typically stay at the centre	US	jobcorps.gov/home.aspx	Analysis suggests that the benefit per participant is USD 10,200 more than the cost.	Schochet, P. (1998). National Job Corps Study: Characteristics of Youths Served by Job Corps. Princeton, NJ: Mathematica Policy Research, Inc. Schochet, P., Brughardt, J., & Glazerman, S. (2000). National Job Corps Study: The short-term impacts of Job Corps on participants' employment and related outcomes. Washington, DC: U.S. Department of Labor, Employment and Training Administration. Schochet, P., Brughardt, J., & Glazerman, S. (2001). National Job Corps Study: The impacts of Job Corps on participants' employment and related outcomes. Princeton, NJ: Mathematica Policy Research, Inc. Schochet, P. Z., Burghardt, J., & McConnell, S. (2006). National Job Corps Study and Longer-Term Follow-Up Study: Impact and Benefit-Cost Findings Using Survey and Summary Earnings Records Data. Princeton, NJ: Mathematica Policy Research, Inc. Schochet, P. Z., McConnell, S., & Burghardt, J. (2003). National Job Corps Study: Findings using administrative earnings records data. Princeton, NJ: Mathematica Policy Research, Inc.
Job Training Partnership Act Program	youth-employment-inventory.org	To support employment status through improving occupational skills	Informed	Not specified	Disadvantaged young adults, facing barriers to employment	Work experience Job-search assistance Education	The programme was designed to improve the employment status of disadvantaged young adults. It did this by promoting on-the-job training, job-search assistance, general education and work experience as well as improving occupational skills.	Varies with individual	US	No specific programme website found	No additional notes	Orr, L.L., Bloom, H.S., Bell, S.H., Doolittle, F., Lin, W., & Cave, G. (1996). Does training for the disadvantaged work? Evidence from the national JTPA study. Washington, DC: The Urban Institute Press.
JOBS Program	NREPP	To prevent stress associated with job-seeking and promote high-quality employment	Informed Resilient	18+	Unemployed youth above 18 years	Job-search assistance Relationships Peer support Personal development	The programme is delivered as a seminar on job searching. It provides behavioural skills training which teaches effective strategies for finding and obtaining employment as well as dealing with the setbacks. The programme also incorporates elements which increase the individuals self esteem, sense of control and job search self-efficacy. It uses a wide range of techniques to do this: discussions, role-playing, social networks, problem-solving, identifying job skilling and assistance with the application process.	It is delivered over 5 half days by two trained facilitators to groups of 12-20.	US	isr.umich.edu/src/seh/mprc	No additional notes	Caplan, R. D., Vinokur, A. D., Price, R. H., & van Ryn, M. (1989). Job seeking, reemployment, and mental health: A randomized field experiment in coping with job loss. <i>Journal of Applied Psychology</i> , 74(5), 759-769. Price, R. H., van Ryn, M., & Vinokur, A. D. (1992). Impact of a preventive job search intervention on the likelihood of depression among the unemployed. <i>Journal of Health and Social Behavior</i> , 33(2), 158-167. Vinokur, A. D., Price, R. H., & Schul, Y. (1995). Impact of the JOBS intervention on unemployed workers varying in risk for depression. <i>American Journal of Community Psychology</i> , 23(1), 39-74. Vinokur, A. D., Schul, Y., Vuori, J., & Price, R. H. (2000). Two years after a job loss: Long-term impact of the JOBS program on reemployment and mental health. <i>Journal of Occupational Health Psychology</i> , 5(1), 32-47.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
JobStart	Child Trends	To improve educational and employment outcomes	Informed	14-18	Economically disadvantaged early school leavers (aged 17 to 21) with poor reading skills	Education Mentoring Job-search assistance Paid-work experience Financial support	The programme provides basic educational skills, hands-on job training, work placement assistance and support services. It uses childcare, counseling, transportation aid, mentoring and work and skills training to provide its services. There is also a focus on full-time paid work experience.	Basic education is for a minimum of 200 hours and skills training for 500 hours. Support services are tailored according to needs.	US	No specific programme website found	JobStart draws on Job Corps' experience - it offers similar services in a non-residential programme. It does not include paid-work experience due to financial constraints.	Cave, G., Bos, H., Doolittle, F., & Toussaint, C. (1993). JOBSTART: Final report on a program for school dropouts. New York: Manpower Demonstration Research Corporation. Cave, G., & Doolittle, F. (1991). Assessing JOBSTART: Interim impacts of a program for school dropouts. New York: Manpower Demonstration Research Corporation.
National Guard Youth ChalleNGe	MDRC	To help participants obtain a secondary school credential and develop attitudes and behaviour patterns that will help them succeed	Self-aware	16-18	Young people who have dropped out/ have been expelled from school and are unemployed. They should be drug-free and not heavily involved with the justice system.	Residential Personal development Education Job-search assistance Peer support Sports/arts Social action/ community support	The programme lasts for 17 months and is split into three phases: Pre-ChalleNGe (2 weeks), Residential phase (20 weeks) and a post-residential phase (1 year). During the Pre-ChalleNGe phase, individuals are introduced to the program's rules and expectations; learn military bearing, discipline, and teamwork; and begin physical fitness training. The residential phase has eight core components focussing on positive youth development, leadership, responsible citizenship, service to the community, life-coping skills, physical fitness, job skills and academic excellence. The post-residential phase involves a mentor working with the individuals to solve any problems. During the programme, most of the classes focused on preparing the young people for their GED tests.	17 months in total orientation and assessment: 2 weeks residential programme: 20 weeks mentoring: 1 year	US	ngyf.org/index.html	No additional notes	Millenky, M., Bloom, D., Muller-Ravett, S., & Broadus, J. (2012). Staying on course: Three-year results of the National Guard Youth ChalleNGe evaluation. MDRC Paper.
New Deal for the Young Unemployed	youth-employment-inventory.org	To help young unemployed into work and increase their employability	Informed	18-24	Unemployed for 6 months	Job-search assistance Financial support Paid-work experience IAG	The programme has three stages. The first stage involves a period of intensive job search with the individual's caseworker, which should last no longer than four months. The second stage is the option stage where the individual chooses from four options what the next step is. The stages are: full time employment subsidised by the government, full-time education or training, work placement in the voluntary sector or working in the environmental sector (often requires more manual work). All the options last four months, and every option has the allowance for the individual to be in education or training one day per week. The last stage is follow-through, where advice and assistance is provided for those individuals remaining on the programme.	10 Months	UK	No specific programme website found	No additional notes	Dorsett, R. (2006) The new deal for young people: effect on the labour market status of young men. Labour Economics 13, 405-422 Wilkinson, D. (2003) New Deal For Young People: Evaluation Of Unemployment Flows. PSI Research Discussion Paper 15. Riley, R., & Young, G. (2001a). Does welfare-to-work policy increase employment?: Evidence from the UK New Deal for Young Unemployed. National Institute for Economic and Social Research Working Paper No. 183 Van Reenen, J. (2004) Active Labour Market Policies And The British New Deal For The Young Unemployed In Context. in Card, C., Blundell, R. & Freeman, R. B. (eds.), Seeking a Premier Economy: The Economic Effects of British Economic Reforms 1980-2000, (p. 461 - 496), National Bureau of Economic Research.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
New Hope	youth-employment-inventory.org	To help individuals escape poverty through work and to create better financial incentives to work	N/A	Not specified	Low income individuals willing to work full time	Financial support	The programme provides earnings benefits to those people looking for work. To be eligible to have access to the benefits, individuals had to be working 30 hours or more a week, or community service jobs were given to the individuals.	3 Years	US	No specific programme website found	No additional notes	Huston, A., Miller, C., Richburg-Hayes, L., Duncan, G., A. Eldred, C., Weisner, T., Lowe, E., Mcloyd, V., Crosby, D., Ripke, M., & Redcross, C. (2003). New Hope For Families And Children. Five-Year Results Of A Program To Reduce Poverty And Reform Welfare. MDRC.
Peers Making Peace	Crime solutions.gov	To help young people to handle conflicts in and out of school	Self-assured	14-19	N/A	Conflict resolution Education Peer support Personal development Mentoring Parental engagement	The programme works with a group of 15-24 pupils who directly represent the demographic make up of the community that the programme works in. It focuses on life and social skills training, conflict prevention and resolution, parental involvement in conflict resolution, education and peer-led modeling and coaching. The young people are trained in conflict resolution, nonverbal communication, questioning and remaining neutral during disputes. Mentoring also occurs during this programme, with mentors acting as role models to the young individuals and who serve as a third party mediator in any issues.	No more than 5 hours on 3 occasions	US	paxunited.org	No additional notes	Robert, L.(2003). Peers Making Peace: Evaluation Report. Houston, Texas: Research and Educational Services.
Quantum Opportunities Program	Promising Practices Network	To improve academic deficiencies and build positive relationships	Self-aware Receptive Informed	14-18	Low-grade Pupils	Education Work experience Mentoring Healthcare Social action/ community support Sports/arts Personal development	The programme involves case management, mentoring, computer-assisted instruction, work experience and financial incentives. It consists of education activities, community service and development activities to reduce risky behaviour, promote cultural awareness and promote recreation. The programme has 48 academic and 48 functional courses covering topics such as employment, health, consumer economics.	4 years of high school including vacations - 250 hours each year. It is an after school programme	US	No specific programme website found	No additional notes	Hahn, A., Leavitt, T., & Aaron, P. (1994) Evaluation of the Quantum Opportunities Program: Did the program work? A Report on the Post Secondary Outcomes and Cost-Effectiveness of the QOP Program. Heller Graduate School, Center for Human Resources, Brandeis University, Waltham, Mass., June 1994 Allen, S., Stuart,E., & McKie, A.(2006). The Quantum Opportunity Program Demonstration: Final Impacts, Princeton, NJ: Mathematica Policy Research, Inc. Allen, S. & Rodriguez-Planas, N. (2004) The Quantum Opportunity Program Demonstration: Initial Post-Intervention Impacts, Princeton, NJ: Mathematica Policy Research, Inc. Allen, S., Rodriguez-Planas, N., Maxfield, M. & Tuttle, C. (2003) The Quantum Opportunity Program Demonstration: Short-Term Impacts, Princeton, NJ: Mathematica Policy Research, Inc.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Restart	youth-employment-inventory.org	Supporting the long-term unemployed – involves a combination of tighter monitoring of benefit eligibility rules and increased job-search assistance	Informed	Not specified	All ages but mainly young people	Career counseling IAG Job-search assistance	The programme involves a compulsory interview which aims to reduce welfare dependency and get people back into work. During the interview, the counselor assesses the claimant's unemployment history, offers advice on benefits, job-search behaviour, training courses and sometimes sets up direct contact with employers. Attendance at the interview is mandatory and failure to do so could stop benefits.	One interview lasting 15-25mins. Additional interview every 6 months if the individual remains unemployed.	UK	No specific programme website found	No additional notes	Dolton, P., & O'Neill, P. (2002). The Long-Run Effects of Unemployment Monitoring and Work-Search Programs: Experimental Evidence from the United Kingdom. <i>Journal of Labour Economics</i> , 20(2), 381-403. Dolton, P., & O'Neill, P. (1996). The restart effect and the return to full time stable employment. <i>Journal of Royal Statistics Society</i> , 159(2), 275-288.
Say it Straight	NREPP	To help students develop communication skills, self-awareness, self-efficacy and responsibility	Self-aware Self-assured	11-18		Healthcare Personal development Peer support IAG	The programme uses a range of techniques. Body sculpting is where the individuals place their bodies in postures that intensify and demonstrate their internal feelings. The 'movies' technique is where the individuals act out difficult interpersonal situations that are important in their lives (alcohol, drug abuse, drinking, driving, speeding, cheating, stealing, violence, sexual behaviour). These movies can be videotaped to give participants the opportunity to see themselves. The programme also allows for feedback, writing articles and group discussion.	5 to 10 sessions, each 45-50 minutes; held daily or weekly	US	sayitstraight.org	No additional notes	Englander-Golden, P., Elconin, J., Miller, K. J., & Schwarzkopf, A. B. (1986). Brief SAY IT STRAIGHT training and follow-up in adolescent substance abuse prevention training. <i>Journal of Primary Prevention</i> , 6(4), 219-230 Englander-Golden, P., Jackson, J. E., Crane, K., Schwarzkopf, A. B., & Lyle, P. (1989). Communication skills and self-esteem in prevention of destructive behaviours. <i>Adolescence</i> , 24(94), 481-502.
Student Training and Reentry Program	www.childtrends.org	To help pupils return to school, enrol in General Educational Development tests (GED) or a vocational programme	Informed	14-18	Pupils at risk of dropping out	Education Personal development	The programme is based on skill building with a counseling and social service component. It helps students return to school, enrol in a GED test programme or enrol in a vocational programme.	9 Weeks	US	childtrends.org/?programs=student-training-and-reentry-program#sthash.1NFmc24C.dpuf	Information retrieved from childtrends.org. No article available.	Dynarski, M., Gleason P., Rangarajan, A., & Wood, R. (1998). Impacts of dropout prevention programs, final report. Washington, D.C.: Mathematica Policy Research, Inc.
Summer Career Exploration Program	Child Trends	To provide summer jobs and provide an opportunity to explore career interests	Informed	15-18	Low income high school students in US grades 10-12 (equivalent to ages 15-18 years)	Work experience Career counselling Mentoring Job-search assistance	The programme lasts for 6 weeks and is designed to increase academic motivation and promote career success. All students take part in classes about interview skills, making career choices, maintaining a job, demeanor, job readiness and work place behaviour. Pupils are also assigned a part-time work placement of 25 hours per week. College monitor serves as a role model and provides personal and academic support for students.	6 week programme. Skills training: 5 hours Work placement: 25 hours per week.	US	No specific website found	An analysis in 1998 showed a cost of USD 950 per young person	McClanahan, W. S., Sipe, C. L., & Smith, T. J. (2004). <i>Enriching summer work: An evaluation of the Summer Career Exploration Program</i> . Philadelphia: Public/Private Ventures.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Summer Training and Education Program (STEP)	www.childtrends.org	To minimise summer vacation academic losses, prevent teen pregnancy and resultant school dropout	Informed	14-15	Low achievement pupils from low income families	Work experience Job-skills training Education Social action/community service Healthcare Personal development	The programme teaches technical, educational and life skills to young people as well teaching them about contraceptive availability and use. The programme operates at both a school and community level. At the school level, innovative teaching methods are used along with computer-assisted instruction. At a community level, local employment and training agencies provide part-time summer work participants.	15 month programme. The summer programme runs over 2 summers with 90 hours of remediation and part-time summer work; life skills training occurs twice a week totalling 18 hours, and there is 5-15 hours of support provided during the school year.	Canada	muhc.ca/ways-to-give/page/student-training-and-education-program-step	No additional notes	Walker, G., & Vilella-Velez, F. (1992). Anatomy of a Demonstration: The Summer Training and Education Program (STEP): from Pilot through replication and postprogram impacts. Philadelphia: Public/Private Ventures.
Teens and Toddlers	CAYT	To reduce teenage pregnancies by raising aspirations and educational attainments	Informed Receptive	13-17	Females at risk of leaving education early, social exclusion, becoming pregnant.	Mentoring Personal development Healthcare Peer support	The programme lasts for 18 weeks and is run in partnership with the local authority in the area. The programme is focused on toddler mentoring and allows young people to develop vital interpersonal skills and address low self-esteem and low educational attainment. It raises the aspirations of young people by pairing them as a mentor to young children in nursery who are in need of extra support. The young people involve build their sense of responsibility so they make decisions about their future. There are also classroom sessions in anger management, emotional intelligence, risky behaviour and sexual health.	18-20 Weeks, 3 hour weekly sessions	UK	teensandtoddlers.org	No additional notes	Maisey, R., Speight, S., Keogh, P., Wollny, I., Bonnell, C., Sorhaindo, A., Wellings, K., & Purdon, S. (2011). Randomized controlled trial of the 'Teens and Toddlers' programme. Department for Education (DFE-RR211). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184028/DFE-RR211.pdf
Turning Theses Into Enterprises (Concours De Plans D'affaires Entreprenre Et Gagner)	youth-employment-inventory.org	To enhance technical and business skills to facilitate the transition to work	Informed	Not specified	Educated young professionals	Work experience Mentoring Enterprise	The programme provides opportunities to third year undergraduates students to create a thesis on an enterprise project. Training on enterprise creation (80 hours) is given. The participants then write their initial concept notes for businesses. They then have 8 hours of tailored professional coaching. The top 50 receive prize packages.	80 hours training, 8 hours mentoring and few months for project	Tunisia	No specific programme website found	No additional notes	Premand, P., Brodman, S., Almeida, R., Grun, R., & Barouni, M. (2012). Entrepreneurship training and self employment among university graduates. Middle East and North Africa Region: The World Bank.
West Virginia Youth Works	MDRC	To maximise economic self-sufficiency and independence by improving employment outcomes	Receptive	15-25	Receiving benefits	Job-search assistance Personal development Career counseling	The programme is a person centred approach which promotes the economic self-sufficiency of young people with disabilities. Young people in the programme identify goals that they want to achieve, through different activities like job development, job placement, post-placement support and benefits and counseling.	34 Hours	US	No specific programme website found	No additional notes	Fraker, T., Mamun, A., Manno, M., Martinez, J., Reed, D., Thompkins, A., & Wittenburg, D. (2012). The social security administration's youth transition demonstration projects: Interim report on West Virginia youth. Mathematica Policy Research.

Programme	Source	Aims	Cross-reference with capabilities	Target age	Target group	Key components	Activities	Duration and dosage	Country of origin	Website	Other notes	References
Wyman's Teen Outreach Program	Blueprints	To prevent adolescent problem behaviours by helping them develop life skills and a sense of purpose	Self-assured	14-18	N/A	Personal development Social action/ community service Conflict resolution Relationships Healthcare	The programme focuses on healthy behaviours, life skills and giving young people a sense of purpose. The sessions are given by teachers, guidance personnel or youth workers who have been trained to work with young people. It is a 9-month programme with 20 hours of community service and weekly meetings. There are three main elements: community service learning, curriculum-guided peer group meetings. In the community service learning, young people work in the community, and are given the opportunity to practice their communication, conflict management and self-regulation skills. In the curriculum-guided peer group meetings, sessions are given on a range of topics, which include self-regulation, social and emotional skills, the ability to build and maintain positive relationships, communication skills, confidence and assertiveness. The positive adult guidance and support element promotes discussion and participation in the programme.	9 Months, minimum of 20 hours community service learning. No dosage specified for other activities.	US	wymancenter.org	No additional notes	Allen, J., Philliber, S., Herrling, S., & Kuperminc, G. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. <i>Child Development</i> , 64(4), 729-742. Allen, J. P. & Philliber, S. (2001). Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach program. <i>Journal of Community Psychology</i> , 29(6), 637-655.
Youth Corps	Child Trends	To cultivate a work ethic, sense of public service, personal development, educational and employment prospects.	Informed	18-25	Out of school young people	Paid-work experience Education Job-search assistance Personal development	The programme focuses on temporary full-time paid work experience. Additional services are job training, academic skills training, basic and remedial education, life skills training, GED (General Education Development) courses and job search assistance. Programmes vary considerably by site.	32 hours a week work experience and 8 hours a week in development services The programme lasts for 6 to 12 months.	US	youthcorps.net	No additional notes	Jastrzab, J., Masker, J., Bloomquist, J. & Orr, L. (1996). Impacts of service: Final report on the evaluation of American Conservation and Youth Corps. Cambridge, Mass.: Abt Associates, Inc. Price, C., Williams, J., Simpson, L., Jastrzab, & Markovitz, C. (2011). National Evaluation of Youth Corps: Findings at Follow Up. Prepared for the Corporation for National and Community Service. Cambridge, MA: Abt Associates Inc.
Youth Training And Employment Partnership Project (Ytepp)	youth-employment-inventory.org	To offer education and training and other support services to young people to enhance their employability and self-employment prospects	Informed	15-25	Low income, low education and at risk as they had left school with no education and were having problems with drug abuse/ violence.	Education Work experience	The programme has three components. Education and training would assist in designing courses and upgrading the quality of staff. The second component, post training assistance will support and offer work experience placements in order to help young people find work. The third component, programme management strengthening, strengthens the management of already existing programmes and also establish project monitoring and evaluation systems.	Not specified	Trinidad and Tobago	No specific programme website found	No additional notes	World Bank (1998). Trinidad and Tobago – Youth Training and Employment Partnership Project (YTEPP). Washington, DC: World Bank.

If you would like to know more about how you could help more young people to succeed in school, find and keep a job and achieve their potential, please get in touch.

Impetus – The Private Equity Foundation
183 Eversholt Street
London NW1 1BU



impetus-pef.org.uk



@ImpetusPEF



info@impetus-pef.org.uk



0203 474 1000



**Scan this code to sign up for
the Impetus-PEF newsletter**

© Impetus – The Private Equity
Foundation 2014. All rights reserved.
Registered charity number: 1152262
Designed by Fabrik Brands.