



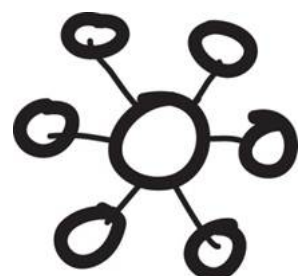
The Journey to Employment (JET) Framework for Northern Ireland

Outcomes and tools to measure what happens
on young people's journey to employment

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Contents

How to use this framework	4
Introduction.....	5
Section 1: The journey to employment.....	7
Section 2: The Journey to Employment (JET) framework	16
Section 3: Choosing tools for measurement	19
<i>Personal circumstances</i>	24
<i>Emotional capabilities</i>	39
<i>Attitudes to learning and work</i>	44
<i>Employability skills</i>	50
<i>Qualifications, education and training</i>	56
<i>Experiences and involvement</i>	59
<i>Career Management</i>	69
<i>Employment</i>	72
Acknowledgements	78
References	80

How to use this framework

This framework helps organisations that work with young people in Northern Ireland to **understand** and **measure** the impact they have on the journey to employment. It is an adapted version of New Philanthropy Capital's (NPC) Journey to Employment (JET) Framework for Great Britain and has been adapted by NPC in partnership with Northern Ireland's NEETs forum, the Building Change Trust and Inspiring Impact Northern Ireland. It is divided into three sections.

Section 1

Section 1 identifies the factors that contribute to young people getting and sustaining a job. It discusses the influence of personal circumstances and identifies seven groups of skills, capabilities and experiences that can affect a young person's chances of finding work. In this section we present evidence of each factor's link to employment.

Section 2

Based on evidence from the literature and insights from consultation with the NEETs forum in Northern Ireland, **section 2** presents our framework for understanding a young person's journey to employment. It identifies seven groups of factors that contribute to successful job outcomes: (1) Personal circumstances; (2) Emotional capabilities; (3) Attitudes to work; (4) Employability skills; (5) Qualifications, education and training; (6) Experience and involvement; and (7) Career management skills. It is a visual tool to help organisations think through their objectives and decide *what to measure*.

The framework can be used by organisations to help think through how their work contributes to young people's employability, and plan approaches to evaluation.

Section 3

Section 3 presents a series of tools, covering each aspect of young people's journey to employment identified in section 1 and 2. The tools have been drawn together from existing sources. The selection of tools reflects our assessment of robustness, cost, and ease of use.

The JET Pack: a guide to implementing the JET Framework

The **JET Pack** is an eight-step guide designed to help organisations put the JET Framework into practice—identifying what to measure, deciding how and when to measure, and using the resulting data to learn and improve. Download it from NPC's website (www.thinkNPC.org).

Organisations can also refer to a series of **case studies** profiling how a range of different youth organisations in Northern Ireland, including Barnardo's and Princes Trust, have used the [JET resources](#).

Introduction

Tackling youth unemployment is a priority. Over 36,000 young people are not in employment, full time education or training (NEET)—almost 1 in 5 of 16 - 24 year olds in Northern Ireland.¹ Since the economic crisis in 2008, transitions to adulthood have become increasingly difficult for young people and there has been a breakdown of traditional pathways into work.

To be prepared for work, young people need to develop a range of personal assets and skills, and gain experience. They may also need to address issues relating to their personal and family circumstances.

This framework is designed to help organisations in Northern Ireland **understand** and **measure** the impact they have on a young person's journey to employment. It identifies the factors that affect young people's journeys to work and presents a model that can be used by organisations to help them think about their impact, map the outcomes they aim to achieve, and decide how to structure an evaluation. It also provides a list of tools that can be used to evaluate programmes.

This framework is based on the Journey to Employment (JET) Framework produced with charities from Great Britain in 2013. It was adapted for the Northern Irish context with input from charities, funders, local councils and central government. It is designed for practitioners for whom understanding and measuring impact may be all or part of their job.

The problem of youth unemployment

The latest figures show that from July to September 2014, 17% of young people in Northern Ireland aged 16 to 24 (36,000) were not in employment, full-time education or training (NEET).² These are large numbers, and they hide a mass of stories and experiences.

Transitions to adulthood have become increasingly difficult because of the economic outlook, growing competition for jobs, and the breakdown of traditional pathways into work.³ For some young people, lack of support in the home, a bad experience of school, or a traumatic event can be disruptive and throw them off course.

Spending a long period of time out of work is harmful to a young person's future life chances and happiness.⁴ Researchers have found evidence for a 'wage scar'⁵: someone who is unemployed as a young person is likely to earn substantially less over his or her lifetime, is more likely to rely on state benefits, and has a greater chance of experiencing depression in early adulthood.⁶

As well as reducing a person's well-being, these consequences carry financial costs to society and the taxpayer. A study for the Association of Chief Executives of Voluntary Organisations' (ACEVO) Commission on Youth Unemployment found that, in 2012, youth unemployment was set to cost the UK exchequer around £4.8bn and the wider economy £10.7bn in lost output.⁷

Why understanding impact is important

All organisations working with young people need to have a clear sense of what they want to achieve and how they plan to go about it. For charities and social enterprises, this is about having a positive impact on young people's lives.

Understanding and measuring impact helps organisations to show what they achieve, identify problems, and learn how to improve. It is often required by funders, whether trusts or foundations seeking to demonstrate their charitable value, or government agencies keen to show value for money. Proving the impact of your work has other important functions too: to motivate staff, engage service users, and communicate outcomes to other stakeholders.

Shared measurement

Collectively, organisations that work with young people on their journey to employment do not have a common approach to assessing the progress of those they help. This hinders their ability to demonstrate value, learn from each other and improve their work.

A shared approach to measurement can make it easier for organisations to learn from each other, help them save on the cost of developing their own tools, and build the evidence base around what works. The idea of ‘shared measurement’ has two components. The first is having a common understanding of *what to measure*. This is the purpose of the framework we present in this report, which can be used by a wide range of organisations to understand the outcomes that contribute to young people achieving sustainable employment. The second is having a common understanding of *how to measure* using common tools and approaches. This is the purpose of the list of tools for programme evaluation that we suggest in section 3.

In developing the framework, we drew on the key success factors identified in the *Blueprint for Shared Measurement*,⁸ which explores how to develop, design and implement successful shared measurement approaches based on an analysis of previous initiatives.

How we developed this framework

This framework is based on the original Journey to Employment (JET) Framework published in 2013. We worked with the Northern Ireland NEETs Forum, DEL, and partners in the Inspiring Impact Northern Ireland programme to customise the framework for Northern Ireland. We drew on existing work on outcomes for young people and research on ‘employability’, including academic papers, research reports and various ‘grey’ literature. We met with employment advisors, government officials, programme managers and other experts to gain insights.

To guide the initial development of the framework, we established an advisory group of 19 experts. The group met twice and provided additional input during the development process. A full list of acknowledgements is included at the end of this document.

The JET Framework for Northern Ireland

The JET Framework has been updated to suit the needs of organisations working in Northern Ireland. It includes additional outcomes—particular to young people not in employment, education or training in Northern Ireland—identified during a series of workshops with the NEETs forum in Belfast. These have strong evidence of a link with employability, outlined in section 1.

The additional outcomes are:

- **Perceptions of personal safety**
- **Inter-community engagement**
- **Support from family and friends**
- **Resisting negative peer influences**

We researched tools and methods to measure the new outcomes, and reviewed the existing measures to replace any scales with those developed specifically for Northern Ireland. With the support of the Inspiring Impact Northern Ireland programme, we selected six Northern Irish organisations, of varying size and geography, to pilot the adapted JET Framework from June to September 2014. The aim of the pilot was to ensure the adapted framework works in practice; all learning and feedback from these participating organisations has helped to refine it further.

Section 1

The journey to employment

This section identifies the factors that contribute to a young person getting and sustaining a job. It covers the influence of personal circumstances and outlines seven groups of skills, capabilities and experiences that can affect a young person's chances of finding work or setting up a business.

The end point: young people in employment

Helping young people to find a job and sustain it is the ultimate objective of all organisations working to improve the employability of young people, even if they do not directly seek it through their activities. Some organisations therefore measure their success based on whether they have achieved a 'job outcome' for the people they have worked with. The definition of a 'job outcome' is fairly straightforward and widely used across a range of employability programmes.⁹

However, for some organisations working to help young people into work, this definition is too narrow. Looking solely at the 'job outcome' tells us nothing about how young people reach this point, and the journey they have to go on to get there. Moreover, getting a job is not the end of this journey. Ideally, they will have productive and fulfilling careers in their chosen area. Below we explore a broader definition of job outcomes.

Defining the journey

Evidence from the literature and insights from our consultation with experts shows that achieving a successful job outcome depends on a number of factors. Below we identify seven factors that can impact a young person's journey to work.

Individual young people may need support with all, some, or none of these. We know that everyone's journey is different and there is not any single factor that guarantees success in the labour market.

- **Personal circumstances**

Sometimes referred to by practitioners as 'barriers' or 'presenting needs', these include access to resources (such as transport or the internet), risky behaviours (such as alcohol or drug problems), and family issues (such as caring responsibilities and support).

- **Emotional capabilities**

An individual's ability to manage their emotions and persevere when setbacks occur. This includes personal assets such as self-esteem, and having grit and determination to succeed.

- **Attitudes**

An individual's outlook and approach to learning and work. This includes their general feelings about participating in work and their aspirations.

- **Employability skills**

The attributes required to succeed in the workplace, and work with others. These include communication, teamwork and leadership skills.

- **Qualifications, education and training**
The acquisition of knowledge and experience through school, college or training. This includes qualifications and attainment, as well as conduct and behaviour.
- **Experience and involvement**
The activities young people participate in, and experiences they gain, outside school or college. These include work experience, involvement in the community, and networks developed as a result.
- **Career management skills**
The knowledge and skills required to find a job, including having career direction, an interest in enterprise, understanding how to search for jobs and present themselves to employers.

Towards a broader definition of job outcomes

The definition of a job outcome as getting a job and sustaining it for a set period of time is appealing in its simplicity. But once in work, young people's experience and the fulfilment they get from their job is also important. This means quality of work—for example, salary, job satisfaction, and opportunities for progression—could (and perhaps should) be recognised as part of a broader definition of a successful job outcome.

Each of these areas is discussed in more detail below, with a description of the evidence for its link with employment outcomes.

Personal circumstances

A large number of personal circumstances are linked with a young person's ability to find and sustain work. The outcomes factors listed below are not exhaustive, but include the main issues emphasised in the literature. **Availability and cost of transport** can be a significant constraint, hindering job search activities and the ability to sustain employment.¹⁰ It is an issue that disproportionately affects young people and varies according to where they live. Young people in Northern Ireland are also affected by a 'chill factor'¹¹; fears over **personal safety**, potential discrimination or intimidation can make individuals reluctant to travel outside their own community to use facilities and search for employment opportunities.¹² **Access to the internet** is also important for finding, gaining and sustaining work. Research has shown that those who have access to the internet are more confident in their ability to get a new job, and find it easier to access careers advice.¹³

Family circumstances often affect young people's employment opportunities. Young parents are the group most likely to spend a long period of time not in education, employment or training (NEET); pregnancy or parenthood has been shown to increase a young person's risk of being NEET for six months or more by almost three times.¹⁴ Unpaid **caring responsibilities** for someone who is sick, disabled or elderly also affect prospects—one in ten of those not in education, employment or training in England gave 'family caring responsibilities' as a reason for not continuing with education after age 16.¹⁵

Research shows that **support from family and friends** is a key factor in shaping young people's educational experiences and aspirations beyond education. In Northern Ireland trans-generational trauma, low-incomes, multi-generational poverty, and poor health and well-being all impact on a family's ability to cope and support their children as they make plans for the future.¹⁶

Young people with physical disabilities or learning difficulties are over-represented in the NEET group and have lower prospects of securing employment, as well as lower average wages.¹⁷ **Young people with mental health disorders** can suffer disruptions to their education and early career, and are less likely to be employed as an adult.¹⁸

Risky behaviours are associated with greater likelihood of being not in education, employment or training, although the relationship between cause and effect is often unclear. Figures show that 71% of young people who are NEET in England and Wales report **using drugs**, compared with 47% of their peers.¹⁹ Unemployed people are more likely to **commit crime**, and offenders are significantly more likely to be unemployed than the general population.²⁰

Young people in Northern Ireland are still seen as potential recruits for dissidents and paramilitaries, as well as gangs.²¹ If a young person does become involved in a gang, or paramilitary group, they are often paid to carry out certain activities, creating a disincentive to look for opportunities for legitimate work. Concerns over personal safety also restrict a young person's choice about leaving the gang to seek further employment, educational or training opportunities.²² **Resisting negative peer influences** is therefore identified as an important outcome for young people in Northern Ireland.

It is not always necessary or possible for an individual to fully and permanently overcome these circumstances to enter work. Evidence from the Department for Work and Pensions (DWP) employment support programmes suggests that in some cases marginal improvements can be enough to help someone secure a job.²³ However, difficulties are likely to continue or re-emerge in employment, and may require on-going management and support.

Indicators

Access to transport: a young person is able to travel to access employment and training opportunities.

Perceptions of personal safety: a young person feels safe enough to travel to access education, employment and training opportunities.

Access to the internet: a young person has access to the internet for education, training and job search.

Access to childcare: a young parent is able to manage responsibilities for caring for children alongside education, training and employment.

Access to support for young carers: a young person is able to manage unpaid responsibilities for caring for someone who is sick, disabled or elderly alongside education, training and employment.

Support from family and friends: a young person feels supported by their family and friends.

Access to support for young people with physical and mental health problems: a young person with physical or mental health problems has improved access to education, training and employment opportunities.

Reduced substance abuse: a young person has reduced levels of drug and alcohol abuse.

Resisting negative peer influences: a young person has reduced levels of contact with peers that encourage risky behavior and feels more empowered to resist these peers.

Reduced offending/anti-social behaviour: a young person has reduced levels of offending/anti-social behaviour.

Emotional capabilities

Emotional capabilities are essential to live and work independently. A young person's outlook on life is known to impact upon education and employment outcomes.

Young people with low **self-esteem** are less likely to attain post-secondary education and to be employed 14 years later.²⁴ Poor self-esteem is linked to job quality and degree of supervision in a job, and can be a good predictor of future earnings.²⁵ An individual's 'locus of control', or the degree to which they feel they have **autonomy** over their life, is also associated with earning potential.²⁶

Studies show that possessing **grit**, defined as perseverance and passion for long-term goals, is linked to successful educational and career outcomes.²⁷ Research suggests that these characteristics are a more accurate predictor of a child's academic and occupational success than cognitive ability.²⁸ **Empathy**, a person's ability to understand and appropriately respond to their own and others' emotions, is an important attribute when working with others. Employers place great value on emotional capabilities such as empathy, particularly as the number of service sector jobs increases.²⁹

Indicators

Self-esteem: a young person has an improved perception of his or her own value or worth.

Autonomy and control: a young person has increased confidence in their ability to affect situations and have control over the direction of their life.

Grit and determination: a young person has increased perseverance and passion for long-term goals.

Empathy: a young person has an improved ability to understand the emotions of themselves and others and respond appropriately.

Attitudes to education and work

Aspirations are important to motivate young people and provide a sense of purpose during their journey to employment. There is a link between educational aspirations and attainment: young people with higher educational aspirations exhibit greater motivation and attainment than their peers, as do those whose parents hold higher educational aspirations for them.³⁰

Aspirations are also directly linked with likelihood of being in education, training or employment. Research using data from the British Youth Cohort Survey has found that young people with uncertain occupational aspirations, or aspirations misaligned with their educational expectations, are more likely to become NEET by age 18. Uncertainty and misalignment are both more widespread and more detrimental for those from poor backgrounds.³¹

Having a **positive attitude** to work is linked to improved employment outcomes. More than two fifths (42%) of 14 year olds who disagree strongly that having a job or career is important are NEET four years later.³² In recent national surveys of employers, having a positive attitude and being motivated was identified as one of the attributes most lacking in education leavers.^{33, 34} Other studies endorse this view, with employers reporting that they place more value on a good attitude than on basic skills when hiring low-skilled workers.³⁵

Indicators

Aspirations: a young person has ambitious but realistic goals for the future.

Attitude and motivation to work: a young person has an improved outlook in relation to work, positivity towards getting a job and the idea of working for a living.

Aspirations for the future: a young person has positive aspirations for the future and feels confident they can achieve what they set out to.

Employability skills

Employability skills have an important bearing on success in the workplace, including future earnings. These skills, such as **team working, communication, problem solving, and self-management**, are highly valued by employers, often far more than educational qualifications.³⁶ The Confederation of British Industry's annual employer survey consistently rates employability skills as the greatest priority when recruiting graduates, with 82% of respondents valuing these as important in 2011.³⁷ Many of these employers believe employability skills need improving. 55% reported that they were not satisfied with the self-management skills of school and college leavers, and 43% were not satisfied with problem solving abilities. The same survey also found that the development of employability skills is rated by employers as the highest priority for 14-19 education, ahead of standards of literacy and numeracy, and science and maths skills.

Research in the U.S. has found that non-cognitive traits among high school students, including **leadership**, industriousness and perseverance, predict higher occupational attainment and earning.³⁸ There is also evidence that individuals who develop leadership skills through holding positions at school are more likely to occupy managerial occupations as adults, and command higher wages.^{39,40}

Indicators

Teamwork: a young person is able to work effectively with others.

Communication: a young person is able to effectively convey their opinion and interact with others.

Problem solving: a young person is able to generate ideas and develop solutions.

Self-management: a young person is able to organise themselves and their workload effectively, including timekeeping and planning.

Leadership: a young person is able or has potential to organise and provide direction for a group of people to achieve a common goal.

Qualifications, education and training

Experience at school, college or in training, and what young people achieve during this time, has a significant effect on their future success in the workplace. Poor **basic skills** are associated with long-term unemployment.⁴¹ People with poor numeracy skills are more than twice as likely to be unemployed as those who are competent at numeracy.⁴² 63% of men and 75% of women with very low literacy skills have never received a promotion.⁴³ IT skills are also linked to employment prospects, both due to the importance of IT in applying for jobs, and as a competency needed in

the workplace. A survey by The Prince's Trust of 1,378 15-25 year olds found that young people who are NEET are significantly less likely to use computers for job-search related tasks than their peers, largely due to a lack of confidence. 17% of the NEET young people surveyed believed that they would be in work if they had better computer skills.⁴⁴

Achieving qualifications is linked to employment prospects and earning potential. The higher an individual's qualifications, the more likely they are to be in employment.⁴⁵ Fewer than half of those with no qualifications are in work, compared to nearly 90% of those with graduate-level qualifications.⁴⁶ For example, some employers will only recruit graduates. Research has shown that the majority (60%) of large employers think that qualifications are a good indicator of the skills they require when recruiting.⁴⁷ Analysis of data from the UK's national Labour Force Survey also shows links between the highest level of qualification gained and an individual's earning potential. Employees educated to A Level or equivalent earned on average 15% more per hour than those educated to GCSE level, while those with a degree or higher earned around 85% more than those educated to GCSE level.⁴⁸

Attendance and behaviour can impact upon educational attainment, and in turn, employment prospects. Poor attendance at school is associated with lower academic achievement: only 3% of children who miss more than 50% of school achieve 5 GCSEs at grades A*-C, compared to 73% of students with 95% attendance or higher.⁴⁹ Persistent truants are over five times more likely to become NEET at 16 than those who never played truant.⁵⁰

Self-reported misbehaviour has been shown to have a negative influence on performance at GCSE, and links to a greater chance of being NEET at 16-18.⁵¹ Young people excluded from school are particularly likely to be NEET, with 21% of those excluded in years 10 or 11 NEET at age 16.⁵²

Indicators

Basic skills: young people have improved basic skills in literacy, numeracy and IT.

Achieving qualifications: young people have improved performance in academic and/or vocational qualifications, which demonstrates an individual's competency.

Attendance and behaviour: young people have an improved record at school or college, including whether they are present and their conduct.

Experiences and involvement

Employers identify experience of work as one of the areas most commonly lacking among education leavers.⁵³ **Work experience** gives young people valuable understanding of the workplace and the conduct expected of them. It can also help them make career choices, set realistic aspirations, and develop employability skills.⁵⁴

Work experience gives an important signal to potential employers, particularly if it is paid. Research suggests that working part time during school reduces the time young people are not in education, employment, or training after compulsory education by one day for every hour a young person works in a year.⁵⁵ Work experience is also important for expanding a young person's employer **networks**. There are links between the number of contacts a young person has had with an employer while at school and their confidence in progressing towards ultimate career goals, likelihood of whether they are NEET, and earnings if in work aged 19-24.⁵⁶

The quality of work experience is important: poor quality experience can reinforce low aspirations, particularly for young people from disadvantaged backgrounds.⁵⁷ A **young person's perception of the value of work experience** can be an indicator of quality.

It has long been recognised that employers select candidates on the basis of a variety of experiences.⁵⁸ **Volunteering** can help to enhance employment prospects through building skills and experiences. Recent research suggests that labour market pressure is a key part of young people's decision to become involved in extra-curricular activities, so that they can add value to their employment credentials and match employers' expectations. This motive is stronger for volunteering and for young people holding leadership positions (as compared to sports or artistic activities).⁵⁹

Research shows that the benefits of volunteering include increased self-esteem and confidence, but the link between this and finding a job has not been established.⁶⁰ Qualitative research suggests that volunteering can increase employability among jobseekers, but that this increase depends on the quality, support and training available.⁶¹

In Northern Ireland the 'chill factor' can affect an individual's ability to participate in the labour market. It includes fears over personal safety, fear of intimidation, and fear of potential discrimination, which can limit a young person's interaction with others outside their area and can restrict **inter-community engagement**. Negative perceptions towards people from another community can affect a young person's attitude towards searching for opportunities, and may also prevent them from accepting work, fearing that the workplace could be dominated by those outside their community.⁶²

Indicators

Work experience: a young person has experience of the workplace (paid or unpaid).

Perceived value of work experience: a young person thinks their experience is valuable, helping them to develop skills and gain knowledge.

Networks: a young person has increased employer networks.

Volunteering: a young person is involved in activities in the community.

Inter-community engagement: a young person is not worried about pursuing education, employment and training opportunities that are outside their community.

Career management skills

Researchers agree that securing employment increasingly relies on young people having the knowledge, ability and adaptability to navigate the opportunities available.⁶³ People with confidence in their ability to perform career management activities are more likely to be active jobseekers, have strong career identities, and a greater success rate of converting job interviews into job offers.⁶⁴

Career direction—the ability to make career choices and set realistic aspirations—is important for a successful transition into employment, and career progression. Research has found a strong correlation between career uncertainty and NEET status aged 16 to 18.⁶⁵ Having clear and realistic career expectations is linked to improved adult employment outcomes.⁶⁶ Career direction competencies include self-awareness (the ability to diagnose abilities and occupational interests), knowledge of relevant career opportunities, and the ability to develop a strategy to pursue career goals.⁶⁷

Young people require **job search skills** to identify and pursue employment opportunities. This can include searching newspapers and the internet for opportunities, using employment agencies, and asking family and friends. To secure a job, a young person needs to be able to **effectively present themselves to employers**. This may be through a written CV or application form, or a face-to-face interview. There is no clear evidence on what type, how many and what intensity of job search and application approaches are most effective—this varies according to context. Some studies suggest that increasing the number of different methods of job search increases the chances of finding a job, whereas other studies find no link and indicate that there may even be a negative relationship.⁶⁸ Research does show that an individual's **confidence in finding employment**, their ability to perform job search skills and effectively present themselves to employers is linked to improved outcomes.⁶⁹

Young people wanting to take control of their careers may decide to become **entrepreneurs**. This approach to career management requires young people to identify the market in which they wish to operate and establish a business venture. Recent Labour Force Survey statistics reveal that 15.4% of employed people in Northern Ireland are self-employed, illustrating that entrepreneurship can lead to positive job outcomes.⁷⁰

Indicators

Career direction: a young person is able to formulate realistic career goals, and plan how to achieve these.

Job search skills: a young person has the skills to search for employment and uses these in practice to look for work.

Presentation to employers: a young person is able to effectively present themselves to employers as part of the job search process, through application forms and interviews

Confidence in finding employment: a young person feels they have the right skills to find a job and that it is within their power to secure employment.

Entrepreneurship: a young person has the interest and confidence to set up their own business.

Employment destination

Entry into employment, **sustaining employment** and **starting a business** are often the main measures of success for employability programmes.

However, the **quality of employment** has important implications for individual, social and economic wellbeing.⁷¹ Pay, hours and employment security, plus training opportunities, indicate job quality. A regular salary and job security provide a basis for individuals to invest in their future—for example, to save up for a deposit on a house or begin a family.

Job satisfaction is also an indication of the quality of employment, including fit with a young person's skills and aspirations. Multiple research studies have found that job satisfaction is an important factor in influencing a worker's health, particularly their mental health.⁷² Job satisfaction also impacts upon overall life satisfaction, family relationships and lifestyle choices.⁷³

Indicators

Entry into employment: a young person enters paid employment.

Starting a business: a young person establishes their own business.

Sustaining employment: a young person remains in paid work for a minimum number of cumulative or continuous weeks.

Quality of employment: a young person enters employment that meets [specified] quality standards.

Young person's satisfaction with employment: a young person shows a certain level of satisfaction with their job.

Section 2

The Journey to Employment (JET) Framework

This section presents our framework for understanding a young person's journey to employment. It is a visual tool to help organisations think through their objectives and decide *what to measure*.

The JET Framework

The diagram in this section represents a young person's **Journey to Employment—the JET Framework**. In the centre of the diagram is the job outcome. We recognise that a job outcome is not just about starting a business or getting and sustaining employment. It is also about the quality of the work, and the satisfaction gained from it.

Surrounding the central job outcome are the factors that contribute to this, as discussed in the previous section. For each of these areas, a number of indicators are listed, reflecting what our research shows is most important in the journey to employment.

The complexity of job outcomes is reflected in the structure of the framework. The journey is not linear and many of the factors interact with each other to contribute to employability. We know that everyone's journey is different and there is not a single factor that guarantees success in the labour market. Individual young people may need support with all, some, or none of these areas.

The framework also recognises that there are external factors that affect a young person's ability to get and sustain a job, including the state of the economy and the labour market.

Using the JET Framework

Reviewing your aims and strategy

The framework can be used to help develop strategy or review existing plans. By highlighting the key factors that are important in a young person's journey to employment, it provides the raw materials to create a 'theory of change' for your work.⁷⁴ This may focus on one or all of the factors, and may or may not directly result in young people getting a job—it encourages you to ask yourself *'which factors does my organisation affect and how?'*

A theory of change is a conceptual map that links an organisation's activities to its final outcomes and goals. It is useful to help you clearly understand and articulate your mission and how your work contributes to this (see page 7 in [the JET Pack](#)).

Evaluating your programmes

Evaluation is about being able to describe the impact or change that has happened during a programme or intervention. It typically involves aggregating results at a group level to show the impact of a programme as a whole on outcomes for young people.

But working out what to evaluate can be a challenge. To evaluate effectively, you need to focus on what is important, which differs by organisation, activity and individual. The JET Framework can help you decide *what* outcomes are important for you to measure. Once you have identified these, Section 3 of this report will help you think about *how* to measure them.

Supporting individuals

While the framework was developed for the purpose of programme evaluation, it may also have wider uses. Casework tools are often used by practitioners to understand, track and respond to the needs of service users. Examples include the Rickter Scale, Work Star, and numerous in-house systems. These are designed to be used by a practitioner on a one-to-one basis with service users to structure conversations and tailor services to their needs.

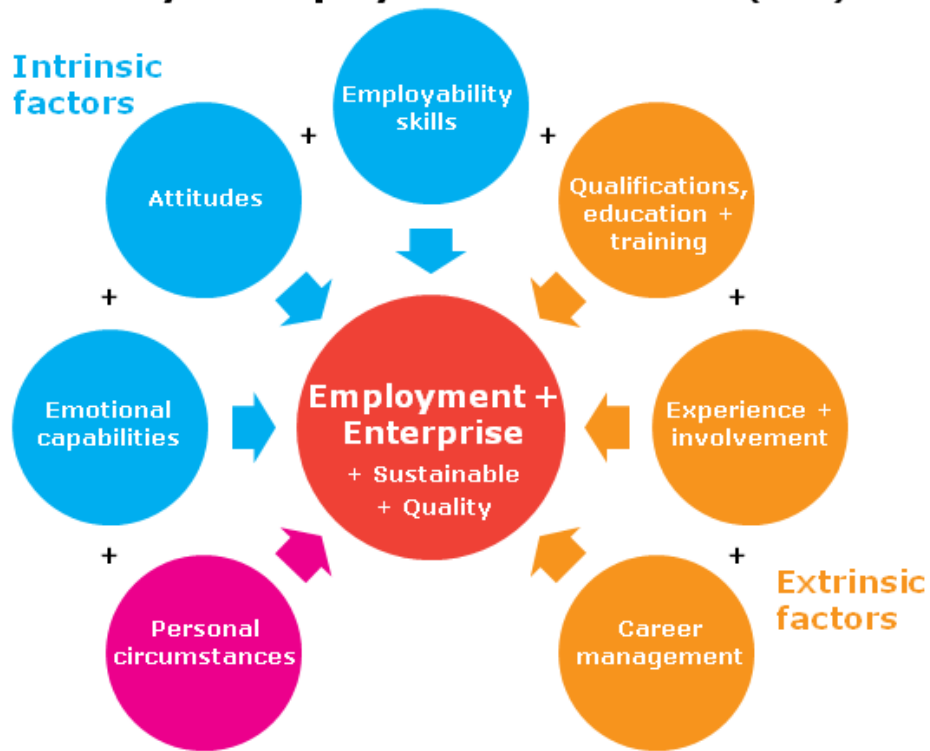
The JET Framework highlights aspects of young people's lives that are important to achieving a successful job outcome. Individual young people may need support with all, some, or none of these. The framework could be adapted to help you develop a casework tool for your organisation, focusing on the outcomes important to your service users.

The JET Pack

The JET Pack is an eight-step guide designed to help organisations implement the JET Framework. You can download it at www.thinkNPC.org/the-jet-pack/

- **Step 1:** Think about your theory of change
- **Step 2:** Prioritise your outcomes
- **Step 3:** Use the JET Framework to match outcomes
- **Step 4:** Use the JET Framework to select measures
- **Step 5:** Choose a research design
- **Step 6:** Start measuring
- **Step 7:** Analyse your data
- **Step 8:** Learn and improve

Journey to Employment framework (JET)



External factor: The labour market

Emotional capabilities

- Self-esteem
- Grit and determination
- Autonomy and control
- Empathy

Attitudes

- Aspirations for education
- Attitudes to work
- Aspirations for work
- Aspirations for the future

Employability skills

- Teamwork
- Communication
- Problem solving
- Self-management
- Leadership

Personal circumstances

- Access to transport
- Perceptions of personal safety
- Access to the internet
- Access to childcare
- Access to support for young carers
- Support from family and friends
- Reduced substance abuse
- Reduced offending/anti-social behaviour
- Resisting negative peer influences
- Access to support for young people with physical and mental health problems

Qualifications, education + training

- Basic skills
- Achieving qualifications
- Attendance and behaviour

Experiences + involvement

- Work experience
- Perception of value of work experience
- Networks
- Volunteering
- Inter-community engagement

Career management

- Career direction
- Job search skills
- Presentation to employers
- Confidence in finding employment
- Entrepreneurship

Employment + enterprise

- Entry into employment
- Sustaining employment
- Quality of employment
- Satisfaction with employment

Section 3

Choosing tools for measurement

Once you are clear about the objectives of your work and what outcomes you want to measure, the next step is to work out how to do so.

Types of tool

Table 1 presents a series of tools covering each aspect of a young person's journey to employment identified in the JET Framework. These measures have been drawn together from existing sources. The type of tool differs depending on what is being measured.

Psychological scales

Psychological scales are short questionnaires designed by psychologists and sociologists to measure subjective feelings, beliefs and attitudes, such as self-esteem or empathy. They usually include a series of statements, with respondents indicating on a scale the extent to which they agree with each (eg, see page 41). They are the most robust way of demonstrating change in intrinsic outcomes, are designed to be objective and produce unbiased results, and are rigorously tested for validity and reliability. Importantly, they cannot be altered or changed as every statement in the scale is given a value, which is added together to produce a total score.

Behavioural and activity tools

Extrinsic outcomes such as educational attainment and entering work are—compared to intrinsic or soft outcomes—easily observed, and can be measured by asking young people to report on their activities and behaviours or by getting data from other parties, such as schools.

NPC designed surveys

Where there is not an established scale for analysing an indicator (for example, career direction), we have compiled relevant questions from existing sources, based on what the evidence suggests are the most important elements influencing youth employability. These can include both psychological scales and activity measures, and sometimes a combination of both. Where possible, we have selected questions from government surveys as these have been thoroughly tested for validity and reliability, and large national datasets are available for comparison.

Collecting data

To gather data for programme evaluation, the tools listed above can be incorporated into a questionnaire for young people to complete. This can be paper-based or use online survey software. For the purposes of programme evaluation, questionnaires usually only work if they are completed anonymously and without interference from anybody else (including an employment adviser or youth worker). This is because people are likely to respond in a socially desirable way if the questionnaire is not anonymous, which can compromise the results.

Criteria for the selection of tools

The tools included in this list have been chosen based on our assessment of robustness, cost, and ease of use. They are free to access and, where possible, comparison datasets are available. We have also tried to identify tools that are applicable to the widest age group possible, so they can be used by organisations working across the field of youth employability. In some cases this has meant selecting less robust tools.

Use this table to find the page number for the full version of the tool; then print or photocopy it.

Table 1: List of measures corresponding to the JET Framework

	Outcome	Tool	Page
Personal circumstances	Access to transport	Transport-related barriers to work module, National Transport Survey	24
	Personal safety	Joyce Foundation Youth Survey Sense of Safety Scale Northern Ireland Life and Times Survey 2012	25
	Access to the internet	Innovation Panel Wave 1, Understanding Society	26
	Access to childcare	Job search module, LSYPE Wave 5	28
	Access to support for young carers	Caring module, Understanding Society Wave 1 Young Carers module, Northern Ireland Young Life and Times Survey 2010	30
	Support from family and friends	Supportive Attachment Scale	32
	Reduced substance abuse	Risk behaviours module, LSYPE Wave 5	33
	Resisting negative peer influences	NPC designed survey	35
	Reduced offending/anti-social behaviour	Risk behaviours module, LSYPE Wave 1	36
	Access to support for young people with physical and mental health problems	Disability module, LSYPE Wave 4	37
Emotional capabilities	Self-esteem	Rosenberg's Self-Esteem Scale Single Item Self-Esteem Scale	39 40
	Grit and determination	Duckworth et al's 8-item Grit Scale	41
	Autonomy and control	Individual Protective Factors Index, self-efficacy scale	42
	Empathy	California Healthy Kids Survey 3-item empathy scale	43
Attitudes	Aspirations for education	Educational Aspirations module, Understanding Society Innovation Panel Wave 3; University and Higher Education module, LSYPE Wave 4	44
	Attitudes to work	Attitudes to Work module, LSYPE Wave 7	46
	Aspirations for work	Young adults module, Understanding Society Wave 2: Main questionnaire	47
	Aspirations for the future	NPC designed survey	49

	Outcome	Tool	Page
Employability skills	Personal Development	Personal Development scale, National Citizen Survey Questionnaire. The Personal Development Scale contains a number of statements relevant to leadership and team work. For a more specific measure, organisations may want to use the more specific scale that map onto each individual outcome under employability skills (below)	50
	Team work		
	Communication		
	Problem solving		
	Self-management		
	Leadership		
Employability skills	Team work	Individual Protective Factors Index—cooperation scale	51
	Communication	Cooperation and communication scale from the California Healthy Kids Survey	52
	Problem solving	Problem solving scale from the California Healthy Kids Survey	53
	Self-management	Individual Protective Factors Index, self control scale	54
	Leadership	Youth Experiences Survey	55
Qualifications, education and training	Basic skills	Qualifications	56
	Achieving qualifications		
	Attendance	School records; ONS data; Rules and Discipline module in LSYPE, Wave 1	57
	Behaviour	NPC designed survey	57
Experiences and involvement	Work experience	NPC designed survey	59
	Networks	Student perceptions of work experience survey, Department for Education and Institute for Education Business Excellence (IEBE)	60
	Perceived value of work experience	Volunteering module LSYPE, Wave 7; Do-it Volunteer Satisfaction Survey 2012	61
	Volunteering	Northern Ireland Life and Times Survey 2012 Chicago Youth Development Study	62
	Inter-community engagement	Future Plans and Advice module, LSYPE Wave 1; Jobs and Training module, LSYPE Wave 7	64

	Outcome	Tool	Page
Career management	Career direction	Non-employment module, Understanding Society, Main survey wave 1	65
	Job search skills	Job Applications module, Continuous Household Survey	66
	Presentation to employers	National Career Service / ICM Job Confidence Index	66
	Confidence in finding employment	NPC designed survey	70
	Entrepreneurship	National Career Service / ICM Job Confidence Index	71
Employment	Entry into employment	DWP Innovation Fund measure of employment DWP Innovation Fund measure of sustained employment	72
	Sustaining employment	Workplace Employee Relations Study: Employee Survey 2011	73
	Quality of employment	Job satisfaction module, Understanding Society; Workplace Employee Relations Study: Employee Survey 2011; Jobs and Training (Career) module, LSYPE Wave 6	73
	Satisfaction with employment		75

What next?

As well as helping individual organisations to measure their impact, the JET Framework aims to support the youth employability sector as a whole to improve measurement. The report is based on the principle of shared measurement—supporting organisations working in youth employability to develop a common understanding of what and how to measure.

Shared measurement can offer many benefits, including saving organisations the time and resources involved in developing their own tools, supporting organisations to learn from each other, and building the evidence base on what works.

A technology solution

This report is a step towards establishing a shared measurement approach for youth employability, but there is a long way to go before the full benefits can be realised. Inspiring Impact's *Blueprint for shared measurement* identified several key factors necessary for shared measurement approaches to be successfully implemented and sustained. These include: using a technology platform to make measures easily accessible and support comparison of results; refining tools based on feedback from organisations using an approach; and securing continued funding to support dissemination, implementation and on-going refinement of an approach.

Funders have an important role to play in taking shared measurement forward— helping organisations to measure their impact and using the data that organisations collect to assess the impact of their funding. Funders are uniquely placed to aggregate data, identify trends in what works, and disseminate this knowledge in order to build the evidence base.

You can find further information on shared measurement and upcoming projects on NPC's website, www.thinkNPC.org.

Personal circumstances

The questions in this section measure whether barriers exist in young people's personal lives which can inhibit their journey to employment. If you would like to measure progress in overcoming these barriers, you may want to use specialist scales as these scales are not sensitive enough.

Access to transport

How to measure:

The *National Transport Survey* asks questions on transport-related barriers to work. These can be asked of young people to help determine whether they face transport barriers to work and, if so, what these barriers are.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: National Travel Survey:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/49692/nts2011-technical.pdf

1. In the past 12 months have you turned down a job or decided not to apply for a job you were interested in due to problems with transport?

- | | | |
|----|------------------------------------|--------------------------|
| a. | Yes—turned down a job | <input type="checkbox"/> |
| b. | Yes—decided not to apply for a job | <input type="checkbox"/> |
| c. | No | <input type="checkbox"/> |

2. If you turned down a job or decided not to apply for a job because of transport problems, what sort of problems with transport were these? SELECT UP TO FIVE OPTIONS

- | | | |
|----|--|--------------------------|
| a. | Too far | <input type="checkbox"/> |
| b. | Car not available | <input type="checkbox"/> |
| c. | Don't have a current driving licence/can't drive | <input type="checkbox"/> |
| d. | Cost of petrol | <input type="checkbox"/> |
| e. | Lack of parking facilities | <input type="checkbox"/> |
| f. | Cost of parking | <input type="checkbox"/> |
| g. | Traffic congestion/roadworks | <input type="checkbox"/> |
| h. | Inadequate public transport | <input type="checkbox"/> |
| i. | Cost of using public transport | <input type="checkbox"/> |
| j. | Personal physical difficulties/disability | <input type="checkbox"/> |
| k. | Personal safety concerns | <input type="checkbox"/> |
| l. | Other (specify) | <input type="checkbox"/> |

Perceptions of personal safety

How to measure:

NPC have designed this 7-item scale which measures feelings of safety in a neighbourhood and going to and from education, employment and training opportunities for young people. The questions have been drawn from the Joyce Foundation Youth Survey, the Sense of Safety scale and the Northern Ireland Life and Times Survey 2012.

How to score:

	Always	Often	Sometimes	Hardly ever	Never
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Sum scores for all items. Higher scores indicate a stronger sense of personal safety. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Questions 1, 3, and 4 are taken from the Joyce Foundation Youth Survey developed LH Research, Inc. (1993): http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Questions 2 and 5 from the Sense of Safety scale developed by Henry D. (2000) Initial report of the Pilot Study for the Evaluation of the SAFE TO LEARN Demonstration Project. Technical Report, Child Health Data Lab. Chicago: Children's Memorial Hospital: http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

Questions 6 and 7 have been adapted from the Northern Ireland Life and Times Survey 2012: <http://www.ark.ac.uk/nilt/2012/main12.pdf>

	ALWAYS	OFTEN	SOMETIMES	HARDLY EVER	NEVER
I am personally affected by violence*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe walking around my neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about my safety getting to and from education, employment and training*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see gang activity in my neighbourhood*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe outside my house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel intimidated in my neighbourhood*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have put off travelling somewhere because I felt that I might not be welcome*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Access to internet

How to measure:

The government's *Understanding Society* study, which explores the social and economic circumstances and attitudes of people living in 40,000 UK households every year, asks questions on internet access. These questions can be asked of young people to help determine whether a young person faces barriers to accessing the internet and, if so, what these barriers are.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Question 1, 3-5: *Understanding Society*, Innovation Panel Wave 1:
<https://www.understandingsociety.ac.uk/documentation/innovation-panel/questionnaires>

Question 2: *Internet Access—Households and Individuals 2012*:
<http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-270031>

1. Does your household have access to the internet from home?

- a. Yes
- b. No

2. [If no] why does your household not have regular internet access? SELECT UP TO FIVE OPTIONS

- a. Have access to the internet elsewhere
- b. Don't need internet (not useful, not interesting etc.)
- c. Equipment costs too high
- d. Access costs too high (telephone, broadband subscription)
- e. Lack of skills
- f. Privacy or security concerns
- g. Broadband internet is not available in our area
- h. Physical or sensorial disability
- i. Lack of knowledge or confidence to use the internet
- j. Concern about harmful material etc.
- k. Other

3. Do you regularly use the internet?

- a. Yes
- b. No

4. Where do you regularly use it?

- a. Home
- b. Workplace
- c. School, college or university
- d. Other

5. [If does not have access to the internet at home and has access to the internet at work or school] **Are you able to use the internet there for personal purposes?**

- a. Yes
- b. No

Tip

The above question may not be relevant to all young people (for example, those who have not yet applied for jobs). In this case, the question could be tailored to assess attitudes (rather than practical experiences) towards transport issues, or understanding of available support. Possible questions include those used in the Department for Education's *Barriers to participation education and training* research on post-16 education and training.⁷⁵

Access to childcare

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people who have their own children, including the impact upon their willingness and ability to work.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Job search module, LSYPE Wave 5:

<https://www.education.gov.uk/ilstype/workspaces/public/wiki/Questionnaires>

1. Which of the following things, if any, would you like to happen to you over the next few years?

	YES	NO	DON'T KNOW
a. Stay at home and look after my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Get married/settle down with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Get a paid job/ become self-employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have another child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Go to college/ study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do some voluntary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Move home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Don't want to answer	<input type="checkbox"/>		

2. And which, if any, of the following things do you think will happen to you over the next few years?

	YES	NO	DON'T KNOW
a. Stay at home and look after my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Get married/settle down with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Get a paid job/ become self-employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have another child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Go to college/ study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do some voluntary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Move home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Don't want to answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In the last 12 months have you thought about returning to work or going to work at all?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

4. If you would like to work OR expect to return to work OR have thought about returning to work in last 12 months, have you thought about the kind of work or any particular sort of job that you might do?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

5. For many parents there are things that make it difficult for them to find a paid job or keep one if they have a paid job. Is there anything that would make it difficult for you to find a paid job?

6. And if you could find a paid job is there anything that would make it difficult for you to take up this job or keep it?

Tip

Questions 5 and 6 are open-ended in the LSYPE survey, but as you gather responses on this question over time, you may want to develop some closed-answer categories to make analysis easier.

Access to support for young carers

How to measure:

The government's national *Understanding Society* survey asks questions about caring responsibilities. The *Northern Ireland Young Life and Times Survey 2010* also asks questions which are particularly relevant to young carers of school age.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Questions 1-6: Caring module, *Understanding Society* Wave 1:
<https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires>

Question 7: Young Carers module, *Northern Ireland Young Life and Times Survey 2010*:
http://www.ark.ac.uk/ylt/2010/YOUNG_CARERS/index.html

1. Is there anyone living with you who is sick, disabled or elderly whom you look after or give special help to (for example, a sick, disabled or elderly relative/friend etc.)?

- a. Yes
- b. No

2. Who do you look after?

- a. Parent/parent-in-law
- b. Grandparent
- c. Aunt/uncle
- d. Other relative
- e. Friend or neighbour
- f. Client(s) of voluntary organisation

3. Do you provide some regular service or help for any sick, disabled or elderly person not living with you?

- a. Yes
- b. No

4. How many people do you care for?

5. Now thinking about everyone who you look after or provide help for—both those living with you and not living with you—in total, how many hours do you spend each week looking after or helping them?

- a. 0 - 4 hours per week
- b. 5 - 9 hours per week
- c. 10 - 19 hours per week
- d. 20 - 34 hours per week
- e. 35 - 49 hours per week
- f. 50 - 99 hours per week
- g. 100 or more hours per week/continuous care
- h. Varies under 20 hours
- i. Varies 20 hours or more
- j. Other

6. Thinking about everyone who lives with you that you look after or provide help for - does this extra work looking after [NAME(S)] prevent you from doing a paid job or as much paid work as you might like to do? Would you say you are...

- a. Unable to work at all
- b. Unable to do as much paid work as you might
- c. Or this doesn't prevent you from working?

7. Are you unable to attend out-of-school activities because of caring responsibilities?

- a. Do you ever miss school because you are a carer?
- b. Do you worry all the time about the person you care for?
- c. Are you often stressed out because of the caring?
- d. Does caring affect your schoolwork?
- e. Do you feel guilty about going out and leaving the person you care for?
- f. Do you know you can get help as a carer from Social Services?
- g. Have you been excluded or bullied because you are a carer?

Support from family and friends

How to measure:

This 7-item Supportive Attachment Scale measures levels of support a young person receives from friends and family. It can be adapted to only ask about family or friends depending on the outcome you are working towards.

How to score:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1

Sum scores for all items. Higher scores indicate a higher level of support from family and friends. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: McKenzie, D. & Rocque, M. A. (2007) The Impact of a Correctional Boot Camp on Social Bonds: A Randomized Comparison of a Traditional Prison and a Therapeutic Boot Camp: <http://drum.lib.umd.edu/bitstream/1903/6971/1/umi-umd-4477.pdf>

The statements below ask you about the kind of support you get from your family or friends. Please tell us how much you agree or disagree with the statements below.

	STRONGLY AGREE	AGREE	NEITHER NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
My family or friends will help me stay out of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends I can turn to for guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends I can talk to, who care about my feelings and what happens to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends who will spend time with me in social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends from whom I could borrow money if I needed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends I can count on in an emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have family or friends I can talk to about important decisions in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reduced substance abuse

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions on 'risk behaviours' including drug and alcohol use.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: LSYPE Wave 5:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. Have you ever had a proper alcoholic drink? That is a whole drink, not just a sip. Please do not count drinks labelled low alcohol.

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

2. If have ever had an alcoholic drink, thinking about the last 12 months, about how often did you usually have an alcoholic drink? Was it...

- a. Almost every day
- b. Five or six days a week
- c. Three or four days a week
- d. Once or twice a week
- e. Once or twice a month
- f. Once every couple of months
- g. Once or twice a year
- h. Not all in the last 12 months
- i. Don't know
- j. Don't want to answer

3. If have had alcohol in last 12 months, on those days when you did have an alcoholic drink, how often would you say you got drunk? Would you say it was...

- a. Every time
- b. Most times
- c. Around half the time
- d. Less than half the time
- e. Rarely
- f. Never
- g. Don't know
- h. Don't want to answer

4. Have any of your close friends ever taken any of the following?

- | | YES | NO | DON'T KNOW |
|--|--------------------------|--------------------------|--------------------------|
| a. Cannabis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Have you ever taken any of the following?

- | | YES | NO | DON'T KNOW |
|--|--------------------------|--------------------------|--------------------------|
| a. Cannabis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. In the last 4 weeks how often have you taken.....

- | | NOT AT ALL | ONCE | TWICE | 3 OR MORE TIMES | DON'T KNOW |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Cannabis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Other drugs like cocaine, LSD, ecstasy, heroin, crack, speed etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tip

For more in-depth questions on substance abuse, see the *California Healthy Kids Survey*: <http://chks.wested.org/resources/chks-hs-core-1213.pdf>

The US National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention's *Measuring Violence-Related Attitudes, Behaviours and Influences Among Youths: Compendium of Assessment Tools* is another useful source of questions on risk behaviours: http://www.cdc.gov/ncipc/pub-res/pdf/YV/YV_Compendium.pdf

Resisting negative peer influences

How to measure:

The peer influence scale is a 7-item scale that measures positive and negative peer influences. The scale was developed by NPC and draws on three previously validated scales: the Resistance to Peer Influence scale; a questionnaire developed by the London Probation Service to measure peer relationships; and the Inventory of Parent and Peer Attachment.

How to score:

	Almost always	Often	Sometimes	Not very often	Almost never
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Sum scores for all items. Higher scores indicate a stronger ability to resist negative peer influences. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: NPC designed survey

Thinking about the contact you have with friends, how much do you agree or disagree with these statements?

	ALMOST ALWAYS	OFTEN	SOMETIMES	NOT VERY OFTEN	ALMOST NEVER
My friends accept me as I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends support me to do the right thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to get into trouble when I spend time with my friends*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take advantage of me*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had different friends*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel my friends are good friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reduced offending and anti-social behaviour

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people on 'risk behaviours' including offending and anti-social behaviour.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: LSYPE Wave 1:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. Have you ever written on walls with spray cans?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

2. Have you ever smashed, slashed or damaged public property or something in a public place?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

3. Have you ever taken something from a shop, supermarket, or department store without paying?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

4. Have you ever taken part in fighting or some sort of disturbance in public, for example, at a football ground, a railway station, music festival, riot, demonstration or just in the street?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

Access to support for young people with physical and mental health problems

How to measure:

The Department for Education's *Longitudinal Study of Young People in England* (LSYPE) asks questions of young people on health and disability, and the impact of this upon various aspects of their life.

How to score:

Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Disability module, LSYPE Wave 4:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. Do you have any longstanding illness, disability, or infirmity? By 'longstanding' we mean anything that has troubled you over a period of at least 12 months or that is likely to affect you over a period of at least 12 months.

- a. Yes
- b. No
- c. Don't know

2. What sort(s) of illness, disability or infirmity do you have?

3. Does this health problem(s) or disability(ies) mean that you have significant difficulties with any of these areas of your life?

- a. Mobility (moving about)
- b. Lifting, carrying or moving objects
- c. Manual dexterity (using your hands to carry out everyday tasks)
- d. Continence (bladder control)
- e. Communication (speech, hearing or eyesight)
- f. Memory or ability to concentrate, learn or understand
- g. Recognising when you are in physical danger
- h. Your physical co-ordination (e.g. balance)
- i. Other health problem or disability
- j. None of these
- k. Don't know

4. Do you receive medication or treatment without which your health problems (when taken together) would substantially affect your life in the areas listed in question 3?

- a. Yes
- b. No
- c. Don't know

5. Does this health problem(s) limit your daily activities in any way compared to people of your age?
- a. Yes
- b. No
- c. Don't know
6. Does/Did this problem(s) make it harder for you to go to school or college regularly?
- a. Yes
- b. No
- c. Don't know
7. Does this problem(s) make it more difficult for you to do your course work at school/college?
- a. Yes
- b. No
- c. Don't know
8. Does this problem(s) affect the amount of work that you can do?
- a. Yes
- b. No
- c. Don't know
9. Does this problem(s) affect either the kind of work you can do or where you can do it?
- a. Yes
- b. No
- c. Don't know

Tip

Over 18s: If you are working with those aged 18 or above, the Work and Education subscale in the *Individual Participation and Autonomy* (IPA) questionnaire may be more relevant: <http://www.nivel.nl/sites/default/files/bestanden/INT-IPA-E.pdf>

Mental health: If you provide support to young people with mental health disorders, available tools include the CORE outcome measure. This is a client self-report questionnaire designed to be used before and after therapy to measure an individual's psychological distress across four dimensions (subjective well-being, problems/symptoms, life functioning, and risk/harm). Use the CORE-OM for those aged 18 and over, and the CORE – YP for those aged 17 and under.

Both are available to download for free from the CORE IMS website: http://www.coreims.co.uk/About_Measurement_Tools.html

Emotional capabilities

Self-esteem

How to measure:

Rosenberg’s Self-Esteem Scale (RSES) is a widely-used 10-item scale which measures feelings of self-worth or self-acceptance.

How to score:

	Strongly agree	Agree	Disagree	Strongly disagree
Positive statements	4	3	2	1
Negative statements	1	2	3	4

Sum scores for all items. Higher scores indicate higher self-esteem. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Rosenberg, M. (1965) *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press:

http://www.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
On the whole, I am satisfied with myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At times, I think I am no good at all*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I certainly feel useless at times*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I’m a person of worth, at least on an equal plane with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I could have more respect for myself*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all, I am inclined to feel that I am a failure*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude toward myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-esteem (alternative short scale)

How to measure:

The Single Item Self-Esteem Scale can be used as a shorter alternative to the Rosenberg Self-Esteem Scale. The Rosenberg scale is more widely used, but the scale below also has good validity and reliability. The points on the scale have been simplified.

How to score:

	Very true of me	Quite true of me	Neither true nor untrue of me	Not that true of me	Not at all true of me
Positive statements	5	4	3	2	1

Sum scores for all items. A higher score indicates higher self-esteem. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 27, 151-161:
http://www.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf

	VERY TRUE OF ME	QUITE TRUE OF ME	NEITHER TRUE OR UNTRUE OF ME	NOT THAT TRUE OF ME	NOT AT ALL TRUE OF ME
I have high self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip

If you want to look more specifically at self-esteem in the workplace, see the Personal Development Scale in the National Citizen Survey. This scale explores how confident young people are with regard to their employability skills, and can be used as an indicator for workplace self-esteem.

Grit and determination

How to measure:

Duckworth et al's 8-item Grit Scale measures the grit and determination of young people and adults.

How to score:

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Add up all the points and divide by 8. The maximum score on this scale is 5, and the lowest score on this scale is 1. Higher scores indicate stronger sense of determination. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Duckworth, A. L., and Quinn, P. D. (2009). 'Development and validation of the Short Grit Scale (Grit-S).' *Journal of Personality Assessment*, 91, 166-174:
<http://www.sas.upenn.edu/~duckwort/images/8-item%20Grit%20081011.pdf>

	VERY MUCH LIKE ME	MOSTLY LIKE ME	SOMEWHAT LIKE ME	NOT MUCH LIKE ME	NOT AT ALL LIKE ME
New ideas and projects sometimes distract me from previous ones*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setbacks don't discourage me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been obsessed with a certain idea or project for a short time but later lost interest*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a hard worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often set a goal but later choose to pursue a different one*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have difficulty in maintaining my focus on projects that take more than a few months to complete*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish whatever I begin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am diligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Autonomy and control

How to measure:

The 7-item self efficacy scale measures an individual's feelings of control and responsibility over their own lives.

How to score:

	YES!	Yes	No	NO!
Positive statements	4	3	2	1
Negative statements	1	2	3	4

Sum scores for all items. Higher scores indicate a high sense of self-control, and lower scores indicate a relatively low sense of self-control. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: Control - Individual Protective Factors Index, Self Efficacy sub-scale. Developed by Phillips and Springer 1992.

Dahlberg LL, Toal SB, Swahn M, Behrens CB. Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005.

	YES!	Yes	No	NO!
Other people decide what happens to me*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to think before you act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I study hard, I will get better marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I try to be nice, people notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you work hard, you will get what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make a good decision, it is important to think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am responsible for what happens to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Empathy

How to measure:

The *California Healthy Kids Survey* Resilience and Youth Development Module includes three items which measure empathy. Statements from the survey not directly related to empathy have been omitted from the scale listed below.

How to score:

	Very much true	Pretty much true	A little true	Not at all true
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate a higher sense of empathy. Administer the survey at two intervals and compare the answers to these questions to track change over time.

Source: California Healthy Kids Survey, Resilience and Youth Development Module:
<http://chks.wested.org/administer/download>

How true do you feel these statements are about you personally?

	VERY MUCH TRUE	PRETTY MUCH TRUE	A LITTLE TRUE	NOT AT ALL TRUE
I feel bad when someone gets their feelings hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to understand what other people go through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to understand how other people feel and think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attitudes to learning and work

Aspirations for education

How to measure:

The government's LSYPE survey and Understanding Society survey include questions on aspirations for education. Question 2 has been extended so it can be used with a wider of spectrum of young people.

How to score:

For question 6 use the scoring system below. Sum scores for all items. Higher scores indicate higher aspirations for education. *Items marked by asterisks are negative statements and should be reverse scored.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Administer the survey at two intervals and compare the answers to track change over time.

Source: LSYPE / Understanding Society: Questions 1-5: Educational Aspirations module, Understanding Society Innovation Panel Wave 3:

https://www.understandingsociety.ac.uk/documentation/innovation-panel/dataset-documentation/wave/4/questionnaire-module/educationalaspirations_w3#educationalaspirations_w3.fedlik

Question 6: University and Higher Education module, LSYPE Wave 4:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. What are the highest level exams you would like to gain before you leave school?

- a. GCSE/Standards/GNVQ Foundation/GNVQ Intermediate/NVQ1/NVQ2
- b. AS Levels/AVCE Part
- c. A Levels/Highers/NVQ3/AVCE Single/AVCE Double
- d. Other qualifications

2. What would you most like to do when you have completed this exam or qualification?

- a. Get a full-time job
- b. Stay at school and do A Levels/Highers
- c. Go to university
- d. Get a job and study
- e. Get an apprenticeship
- f. Do some other type of training
- g. Do something else

3. How important do you think it is for you to do well in these exams or other qualifications?

- a. Very important
- b. Important
- c. Not very important
- d. Not at all important

4. How likely is it that you will go to college or university when you finish school, even if you take a gap year between? Is it...

- a. Very likely
- b. Fairly likely
- c. Not very likely
- d. Or not at all likely
- e. Depends

5. What is the main reason you might not go on to further full-time education?

- a. Having school qualifications is enough
- b. Have decided on a specific career
- c. Want to work and earn money
- d. Cost of education too high
- e. Depends on grades
- f. Not academic enough
- g. Just don't want to go
- h. Want to travel
- i. Undecided about it
- j. Other reason

6. Here are some things that young people have said about university and Higher Education. Please say how much you agree or disagree with each of these.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
I don't need to have a university to get the kind of job I want to do*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The best jobs go to people who have been to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of my friends are planning to go to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People like me don't go to university*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attitudes to work

How to measure:

The government's LSYPE survey includes a sub-scale on attitudes to work.

How to score:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Sum scores for all items. Higher scores indicate a more positive attitude towards work. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to track change over time.

Source: Attitudes to Work module, LSYPE Wave 7:

<https://www.education.gov.uk/ilype/workspaces/public/wiki/Questionnaires>

The following statements are about work and pay. For each one please indicate how much you agree or disagree.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Benefits give a more stable income than trying to earn a wage*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people earn more on benefits than they would do if they were working*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a job is the best way to be an independent person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once you have a job it is important to hang on to it even if you don't really like it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I didn't like a job I'd pack it in even if I didn't have another one to go into*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having almost any job is better than being unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women with young children should never work full time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a job that leads somewhere is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspirations for work

How to measure:

The government's LSYPE survey includes questions on aspirations for work.

How to score:

For the first scale, sum scores for all items. Higher scores indicate higher aspirations for work.

	Very important	Important	Not important	Not at all important
Positive statements	4	3	2	1

Administer the survey at two intervals and compare the answers to track change over time.

Source: Questions 7 and 8: Young adults module, Understanding Society Wave 2: Main questionnaire: <https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires>

1. Different things can be important when deciding what type of occupation you want to follow. When thinking about an occupation, how important is....

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	NOT AT ALL IMPORTANT
Future job security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a job with a high income?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding an occupation that leaves you with a lot of time for leisure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding an occupation which interests you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding an occupation which makes a contribution to society?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding an occupation which leaves you with enough time for family life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding an occupation in which you can help others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. On a scale from 0% to 100% how likely it is that the following events will happen in your life in the future? Please indicate with a cross on the scale for each question.

		ALREADY HAPPENED	
Gain training or a University place in your preferred field?	0%-----	-----100%	<input type="checkbox"/>
Successfully finish your training or University studies?	0%-----	-----100%	<input type="checkbox"/>
Find a job in your field?	0%-----	-----100%	<input type="checkbox"/>
Be successful and get ahead?	0%-----	-----100%	<input type="checkbox"/>
Become long-term unemployed?	0%-----	-----100%	<input type="checkbox"/>
Be kept back in your job due to family reasons. e.g. raising children?	0%-----	-----100%	<input type="checkbox"/>
Be self-employed?	0%-----	-----100%	<input type="checkbox"/>

Tip

Questions on career direction (knowing what you want to do and how to get there) are also linked to aspirations—see this section for relevant tools.

Aspirations for the future

How to measure:

NPC have designed this scale, and have drawn upon the Longitudinal Study of Young People in England (LYPSE) for the questions.

How to score:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Sum scores for all items. Higher scores indicate higher aspirations for the future. *Items marked by asterisks are negative statements and should be reverse scored. Administer the survey at two intervals and compare the answers to track change over time.

Source: NPC designed survey

Here are some things that people have said about themselves. For each one please say whether you agree or disagree. Please tick only one box for each sentence.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
I feel positive about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making plans for the future is a waste of time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident I can achieve what I want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability skills

Personal Development

How to measure:

The *Personal Development Scale* was developed to evaluate improvements in communication, teamwork and leadership for the Youth of Today programme. The scale was adapted for the National Citizen Service evaluation with additional items added to measure leadership (statement 5) and communication (statement 6). The scale has been used with 13 to 18 year olds.

Statements from the National Citizenship Survey not directly related to employability (managing money and staying away from home) have been omitted from the scale listed below.

How to score:

	Very confident	Confident	Neither confident nor unconfident	Unconfident	Very unconfident
Positive statements	5	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have better confidence in their employability skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: Jessiman, P. and Drever, E. (2010) *The Youth of Today evaluation—technical report*. Department for Education: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR074a.pdf>

NatCen, Office for Public Management and NPC (2012) *Evaluation of National Citizen Service Pilots: Interim Report*: <http://www.natcen.ac.uk/media/898405/ncs-evaluation-interim-report.pdf>

How do you feel about the following things even if you have never done them before...

	VERY CONFIDENT	CONFIDENT	NEITHER CONFIDENT NOR UNCONFIDENT	UNCONFIDENT	VERY UNCONFIDENT
Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Putting forward my ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip

The Personal Development Scale includes measures of team work, communication, self-management ('getting things done on time') and leadership. Problem solving is not directly included, though 'Having a go at things that are new to me' does relate to this. For more detailed questions, you may want to use specific scales such as the Personal Problem Solving Inventory, or problem solving scales in the *California Healthy Kids Survey*:

Source: Heppner, P. P. and Petersen, C. H. (1982). 'The development and implications of a personal problem solving inventory', *Journal of Counselling Psychology*, vol. 29(1), pp. 66–75.

California Healthy Kids Survey—Resilience and Youth Development module:
<http://chks.wested.org/resources/hs-resilienceyd-1213.pdf>

Team work

How to measure:

The *Individual Protective Factors Index cooperation scale* measures teamwork and cooperation skills of 12 to 18 year olds.

How to score:

	YES!	Yes	No	NO!
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have better team work skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: Phillips J, Springer F. Extended National Youth Sports Program 1991-1992 evaluation highlights, part two: Individual Protective Factors Index (IPFI) and risk assessment study. Report prepared for the National Collegiate Athletic Association. Sacramento, CA: EMT Associates, 1992.

How do you feel about the following things even if you have never done them before...

	YES!	Yes	No	NO!
I like to help around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being part of a team is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping others makes me feel good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always like to do my part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to do your part in helping at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping others is very satisfying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication

How to measure:

The *California Healthy Kids Survey communication and cooperation scale* is a simple 3-item scale that measures young people's ability to communicate and work with people of their own age.

How to score:

	Very much true	Pretty much true	A little true	Not at all true
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have better communication skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: California Healthy Kids Survey, communication and cooperation scale:

<http://chks.wested.org/administer/download>

	VERY MUCH TRUE	PRETTY MUCH TRUE	A LITTLE TRUE	NOT AT ALL TRUE
I can work with someone with different opinions than mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working together with other students my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stand up for myself without putting others down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem solving

How to measure:

The *California Healthy Kids Survey communication problem solving scale* is a simple 3-item scale that measures young people's ability to solve problems.

How to score:

	Very much true	Pretty much true	A little true	Not at all true
Positive statements	1	2	3	4

Sum scores for all items. Higher scores indicate that young people have better problem solving skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: California Healthy Kids Survey, communication problem solving scale:
<http://chks.wested.org/administer/download>

	VERY MUCH TRUE	PRETTY MUCH TRUE	A LITTLE TRUE	NOT AT ALL TRUE
When I need help I find someone to talk with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to go for help with a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to work out problems by talking or writing about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self management

How to measure:

The *Individual Protective Factors Index self control scale* measures young people's ability to control their impulses and emotions. It has been tested with 12 to 18 year olds.

How to score:

	YES!	Yes	No	NO!
Negative statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people do not have good self-management skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: Phillips J, Springer F. Extended National Youth Sports Program 1991-1992 evaluation highlights, part two: Individual Protective Factors Index (IPFI) and risk assessment study. Report prepared for the National Collegiate Athletic Association. Sacramento, CA: EMT Associates, 1992.

Mark the box that best shows how you feel about the statement.

	YES!	yes	no	NO!
Sometimes you have to physically fight to get what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get mad easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do whatever I feel like doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am mad, I shout at people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I break things on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I feel like it, I hit people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership

How to measure:

The *Youth Experiences Survey* was developed to evaluate the developmental experiences of school-aged adolescents. It can be used for a wide range of activities and has high reliability and validity. Questions not relating to leadership have been omitted from the scale listed below.

How to score:

	Yes, definitely	Quite a bit	A little	Not at all
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have good leadership skills. Administer the survey at two intervals and compare the answers to track change over time.

Source: Hansen, D., Larson, R, and Dworkin, J. (2003). 'What adolescents learn in organized youth activities: A survey of self-reported developmental experiences.' *Journal of Research on Adolescence* 13 (1), 25-56: <http://web.aces.uiuc.edu/youthdev/yesinstrument.htm>

Based on your current or recent involvement please rate whether you have had the following experiences in [name of activity]

	Yes definitely	Quite a bit	A little	Not at all
Learned about the challenges of being a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others in this activity counted on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had an opportunity to be in charge of a group of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Qualifications, education and training

Basic skills and qualifications

How to measure:

Performance in public examinations, usually undertaken by young people in school or college. Level of performance is determined by grades, or by an award of a pass or fail.

There are four standard tiers of qualifications. These are:

<p>Entry level qualifications (basic skills):</p> <p>Skills for Life at Entry level;</p> <p>Entry level awards, certificates and diplomas;</p> <p>Foundation Learning Tier pathways; and</p> <p>Functional Skills at Entry Level</p>	<p>Level 1 qualification:</p> <p>At least one GCSE pass</p> <p>BTEC Introductory diplomas and certificates</p> <p>OCR Nationals Level 1 and 2, Essential Skills Qualifications, or Skills for Life at Level 1, or NVQ at level 1</p>
<p>Level 2 qualification:</p> <p>5 full GCSE/iGCSE at grade A* to C</p> <p>2 AS level (including VCE) at grade A to E</p> <p>1 A/A2 level (including VCE) at grade A to E</p> <p>1 NVQ/full VRQ* pass at Level 2 or higher (* more than 325 guided learning hours)</p> <p>1 International Baccalaureate Pass</p>	<p>Level 3 training/vocational qualifications:</p> <p>4 AS level (including VCE) at grade A to E</p> <p>2 A/A2 level (including VCE) at grade A to E</p> <p>1 NVQ/full VRQ* pass at Level 3 or higher % (* more than 595 guided learning hours)</p> <p>1 International Baccalaureate pass %</p> <p>2 Pre-U Principal Subject or 4 Pre-U Short Course Subjects</p>

Tip

Data for individuals is available from schools, or by asking the young person. Achievement can be verified with an exam certificate. For analysing the outcomes of a group or cohort, data can be aggregated by assigning points to different grades or by looking at the percentage of the group that has scored above a threshold.

Attendance

How to measure:

Educational institutions take registers of their students' attendance. Schools are required to record attendance every half-day, although many schools also collect data from individual lessons on electronic registers. Persistent truancy is defined as when a student is absent for 15% or more of lessons. The rate of persistent truancy can be used as an outcome measure.

Data for individuals is available from the education or training provider. Data is often stored in databases (such as SIMS). Schools publish their overall attendance rates. National and regional statistics are published by the Office for National Statistics.

Behaviour

How to measure:

Data on exclusions (both permanent exclusions and temporary or fixed term exclusions) can be used as an indicator of bad behaviour. Exclusions can indicate a variety of behaviour problems, including violence or threatening behaviour towards other pupils and persistently disobeying rules. While data on exclusions is a useful indicator of bad behaviour, care must be taken when comparing results between different schools. Schools have different policies on exclusion, and differences in exclusion rates may be reflective of these policies rather than the behaviour of the young person. Data for individuals is available from the education or training provider. Schools record their overall rate of exclusions. National and regional statistics are published by the Office for National Statistics.

Alternatively, behaviour can be measured by requesting teacher reports in which teachers simply say whether behaviour has improved or not. Questions on pupils self-reported misbehaviour of self and others can also be used as measures of behaviour. Questions are available in LSYPE.

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: Rules and Discipline module in Wave 1, LSYPE:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. Do you think that your school has...

- | | |
|------------------------------------|--------------------------|
| a. Too many rules | <input type="checkbox"/> |
| b. About the right number of rules | <input type="checkbox"/> |
| c. Not enough rules | <input type="checkbox"/> |
| d. Don't know | <input type="checkbox"/> |

2. Do you think the discipline in your school is...

- | | |
|----------------------|--------------------------|
| a. Too strict | <input type="checkbox"/> |
| b. About right | <input type="checkbox"/> |
| c. Not strict enough | <input type="checkbox"/> |
| d. Don't know | <input type="checkbox"/> |

3. How often do other pupils at your school misbehave or cause trouble in your classes – would you say it happens...

- a. In most or all of your classes
- b. Less often but in more than half of them
- c. In about half of your classes
- d. Now and then
- e. This has not been a problem at all
- f. Don't know

4. How often would you say you yourself misbehave or cause trouble in your classes – would you say it happens...

- a. In most or all of your classes
- b. Less often but in more than half of them
- c. In about half of your classes
- d. Now and then
- e. This has not been a problem at all
- f. Don't know

5. Over the last year how often has bad behaviour by other pupils in your classes made it difficult for you to study or follow what the teacher was saying? Would you say this has happened...

- a. In most or all of your classes
- b. Less often but in more than half of them
- c. In about half of your classes
- d. Now and then
- e. This has not been a problem at all
- f. Don't know

Experiences and involvement

Work experience

How to measure:

Measuring work experience includes two key components: firstly, participation, and secondly, the outcomes of this. Participation can be measured through a simple survey of young people's work experience, focusing on factors linked to the best outcomes.

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: NPC designed survey

	YES	NO			
Have you been on a work experience?	<input type="checkbox"/>	<input type="checkbox"/>			
	UNPAID PLACEMENT	PAID PLACEMENT			
If yes, what type of work experience did you go on?	<input type="checkbox"/>	<input type="checkbox"/>			
	ON-THE-JOB TRAINING	ACCREDITED QUALIFICATION	NO TRAINING		
What sort of training did you receive during your work experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	1 day	Up to 1 week	Up to 4 weeks	Up to 8 weeks	Over 8 weeks
How long did your work experience last?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Networks

How to measure:

Ask young people about the relationships they have and whether these are likely to help them find employment.

How to score:

	Strongly agree	Agree	Disagree	Strongly disagree
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have better networks. Administer the survey at two intervals and compare the answers to track change over time.

Source: NPC designed survey

Thinking about your networks, how much do you agree or disagree that...

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I have relationships that will help me get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know people I can call on for employment advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have positive relationships with people I have worked or volunteered with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceived value of work experience

How to measure:

Outcomes of work experience can be measured by surveying young people on the knowledge and skills gained. The Department for Education and Institute for Education Business Excellence (IEBE) used this scale to understand students' perceptions of work experience. The scale has been shortened to include only relevant statements, and the first two questions have been re-worded so that answer categories match the rest of the questionnaire.

How to score:

	Strongly agree	Agree	Disagree	Strongly disagree
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have a higher perceived value of work experience.

Source: Students perceptions of work experience survey:

<http://www.educationandemployers.org/research/research-reports/young-people/students-work-experience/>

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I enjoyed my work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with my work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of my work experience:				
I better understand the skills employers are looking for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know which personal qualities employers think are important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed some new skills that employers value (eg, customer awareness, and use of IT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand better why it is important to do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand better how workplaces are organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am clearer about what I want to do in my future education and career (post-16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip

Questions can be tailored based on the age group and type of work experience. For programmes that aim to build employability and career management skills, providers may want to use measures suggested in the relevant sections in this document to track specific outcomes in more depth, and to measure attitudes before as well as after gaining work experience.

Volunteering

How to measure:

Outcomes of volunteering can be measured using the Personal Development Scale listed in the employability skills section (e.g. leadership, team work, communication). To specifically explore participation, intentions and outcomes of volunteering, the following questions from Do-it's annual volunteering survey can be used.

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: Questions 1-4: Volunteering module LSYPE, Wave 7:

<https://www.education.gov.uk/ilstype/workspaces/public/wiki/Questionnaires#2.7>

Questions 5-7: Do-it Volunteer Satisfaction Survey 2012: <http://www.youthnet.org/wp-content/uploads/2012/11/Volunteer-Satisfaction-Report-20121.pdf>

1. Have you volunteered during the last 12 months? *This includes giving any unpaid help to groups, clubs, organisations or individuals which is unpaid, e.g. helping out with or raising money for charity, campaigning for a cause you believe in, visiting or looking after people, providing transport or doing household jobs for someone.*

- a. Yes
- b. No

2. Which of the following best describes your volunteering opportunity? If you have started more than one opportunity, please think of your most recent placement.

- a. An ongoing full-time opportunity
- b. An ongoing, part-time opportunity
- c. A one-off opportunity

3. How often over the last 12 months have you done any of these activities you have just described?

- a. Once or twice a week
- b. Once or twice a month
- c. Once every couple of months
- d. Once or twice a year
- e. It was a one-off
- f. Don't know

4. In total, how many hours of volunteering did/will your volunteering involve?

_____ hours

5. What were your main motivations for your interest in volunteering? *(Please select all that apply)*

- a. To help other people
 - b. To gain work experience
 - c. To gain or improve skills
 - d. To meet new people or make new friends
 - e. To increase my confidence
 - f. To try and make the world, or my local area, a nicer place to be
 - g. To become more employable
 - h. Other – please specify
-
- i. Don't know

6. What do you think you achieved through your volunteering experience? *(Please select all that apply)*

- a. I helped other people
 - b. I gained work experience
 - c. I gained or improved skills
 - d. I made new friends
 - e. I increased my confidence
 - f. I helped make the world, or my local area, a nicer place to be
 - g. I became more employable
 - h. Other – please specify
-
- i. I didn't achieve anything
 - j. Don't know

7. Are you taking any of the following actions as result of your volunteering experience: *(Please select all that apply)*

- a. I am starting another volunteer opportunity
- b. I am getting more involved in my local community
- c. I am starting a new job, or getting a promotion
- d. I am setting up my own charity, social enterprise or business
- e. Other
- f. Nothing has changed
- g. Don't know yet

Inter-community engagement

How to measure:

NPC have designed a 6-item scale that measures a young person's feelings towards their community. The questions have been drawn from the Northern Ireland Life and Times Survey 2013 and the Chicago Youth Development Study. The additional question assesses their feelings to their community and employment.

How to score:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1

Sum scores for all items. Higher scores indicate a higher sense of respect for diversity and willingness to accept others. Administer the survey at two intervals and compare the answers to track change over time.

Source: Questions 4, 5 and 6 are taken and adapted from the Northern Ireland Life and Times Survey 2013: <http://www.ark.ac.uk/yIt/2013/YLTquest2013.pdf>

Questions 1, 2 and 3 are taken and adapted from the Chicago Youth Development Study developed by Tolan PH, Gorman-Smith D, Henry DB. (2001) Chicago Youth Development Study Community and Neighborhood Measure: construction and reliability technical report. Families and Communities Research Group, Department of Psychiatry, The University of Illinois at Chicago. http://www.cdc.gov/violenceprevention/pdf/YV_Compendium.pdf

How much do you agree with the following statements

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
I am accepting of others regardless of their race, culture or religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would help someone regardless of their race, culture or religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get along well with most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The culture and traditions of other communities add to richness and diversity of Northern Ireland society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer to live in a mixed religion neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would prefer to work in a mixed religion workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Management

Career direction

How to measure:

The government's LSYPE survey includes questions on education and employment plans and priorities that can be used to help measure a young person's career direction.

How to score:

For the first scale sum scores for all items. Higher scores indicate higher aspirations for work.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Negative statements	1	2	3	4	5

For the other questions in this area, administer the survey at two intervals and compare the answers to track change over time.

Source: Question 1-3: Future Plans and Advice module, LSYPE Wave 1:

https://www.education.gov.uk/ilsype/docs/questionnaires/Wave1/W1_young_person.pdf

Question 4: Jobs and Training module, LSYPE Wave 7:

<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. Do you have any idea what sort of job you want to do after you've finished with this project?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
I don't really think much about what I might be doing in a few years time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'll just wait and see where I end up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you have any ideas about what sort of job you want to do?

- a. Yes
- b. No
- c. Don't know

3. Have you a specific job in mind?

- a. Yes
- b. No
- c. Don't know

4. Do you know how to go about getting the qualifications or training you need to get the job you want?

- a. Yes
- b. No
- c. Don't know

Job search and presentation to employers

How to measure:

The government's *Understanding Society* survey and *Continuous Household Survey* ask questions on job search and presentation to employers. Two bespoke questions have been added to investigate young people's confidence levels with the job search/presentation skills listed in the surveys.

How to score:

For question 5 use the scale below.

	Very frequently	Frequently	Occasionally	Rarely	Never
Positive statements	5	4	3	2	1

Sum all scores. Higher scores indicate a stronger intention to find employment.

For questions 9 and 10 use the scale below

	Very	Fairly	Neutral	Not	Not at all
Positive statements	5	4	3	2	1

Sum all scores. Higher scores indicate that young people have a higher confidence in finding employment. Administer the survey at two intervals and compare the answers to track change over time.

Source: Questions 1-7: Non-employment module, *Understanding Society*, Main survey wave 1: <https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires>

Questions 8 and 9: Job Applications module, *Continuous Household Survey*: http://nesstar.esds.ac.uk/webview/index.jsp?v=2&study=http%3A%2F%2Fnesstar.esds.ac.uk%3A80%2Fobj%2FStudy%2F6088&mode=documentation&submode=variable&variable=http%3A%2F%2Fnesstar.esds.ac.uk%3A80%2Fobj%2FVariable%2F6088_V1355&top=yes

Questions 10 and 11 are bespoke questions based on the main job search methods identified in the *Labour Force Survey*: <http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep726.pdf>

1. Have you looked for any kind of paid work in the last four weeks?

- Yes
- No

2. [If no] What were the reasons you did not look for work (in the last 4 weeks)?

- a. Waiting for the results of an application for a job/being assessed by a training agent
- b. Student
- c. Looking after the family/home
- d. Temporarily sick or injured
- e. Long-term sick or disabled
- f. Believe no jobs available
- g. Not yet started looking
- h. Do not need employment
- i. Retired from paid work
- j. Any other reason

3. In the past four weeks what active steps have you taken to find work? Have you...

- a. Applied directly to an employer
- b. Studied or replied to advertisements
- c. Searched for jobs/information about jobs on the internet
- d. Contacted a private employment agency or job centre
- e. Asked friends or contacts
- f. Taken steps to start your own business
- g. None of these steps

4. How long have you been looking for paid work?

- a. Not yet started
- b. Less than 1 month
- c. 1 month - 3 months
- d. 3 months - 6 months
- e. 6 months - 12 months
- f. 12 months - 18 months
- g. 18 months - 2 years
- h. 2 years - 3 years
- i. 3 years - 4 years
- j. 4 years - 5 years
- k. 5 years or more

5. Since you began looking for work, how often have you done the following?

	VERY FREQUENTLY	FREQUENTLY	OCCASIONALLY	RARELY	NEVER
a. Applied directly to an employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Studied or replied to Advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Searched for jobs/information about jobs on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Contacted a private employment agency or job centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Asked friends or contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Taken steps to start your own business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How much time do you spend looking for jobs each week?

7. Were you asked to an interview for any of the jobs that you applied for?

- a. Yes
- b. No
- c. Don't know
- d. Don't want to answer

8. Were you offered a job as a result of this/these applications?

- a. Yes
- b. No
- c. Waiting for result of application

Please rate your level of confidence in searching for jobs:

9. How confident are you searching for jobs:

	VERY	FAIRLY	NEUTRAL	NOT	NOT AT ALL
In newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using your networks (family, friends and other contacts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the Jobcentre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using private employment agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By looking around my local area to find businesses that are recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How confident are you in:

	VERY	FAIRLY	NEUTRAL	NOT	NOT AT ALL
Writing your CV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a cover letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing a job application form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employers can also be surveyed on the quality of candidates. Supplement with specific questions on employability skills.

Source: Pollard, E. et al. (2012) *Jobcentre Plus Employer Satisfaction and Experience Survey 2012*. DWP Research Report No 806.

11. How satisfied were you with the particular quality of candidates...?

	VERY	FAIRLY	NEUTRAL	NOT	NOT AT ALL
Work readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which they had the right skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which they turned up for interview when they were supposed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confidence in finding employment

How to measure:

Confidence in finding employment can be measured by surveying young people on their attitudes towards finding a job. The National Career Service commissioned a survey into job confidence and used the results to produce the National Job Confidence Index. Over 4,000 people responded to the survey, and the scale below has been adapted from the questions they were asked.

How to score:

	Strongly agree	Agree	Disagree	Strongly disagree
Positive statements	4	3	2	1

Sum scores for all items. Higher scores indicate that young people have a higher confidence in finding employment. Administer the survey at two intervals and compare the answers to track change over time.

Source: Scale taken from the National Careers Service/ICM Job confidence index

To what extent do you agree or disagree with the following statements?

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I have the right skills/qualifications to find work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the right experience to find work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is not much competition for jobs in the market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are a wealth of opportunities available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Entrepreneurship

How to measure:

Entrepreneurship can be defined as the capacity and willingness to establish, organise and manage a business. Both questions for this outcome have been developed for the framework.

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: NPC designed survey based on questions from the Global Entrepreneurship Monitor (GEM): <http://www.youthbusiness.org/wp-content/uploads/2013/09/GenerationEntrepreneur.pdf>

Are you interested in setting up your own business?

Yes No Don't know

	VERY CONFIDENT	CONFIDENT	NEITHER CONFIDENT NOR UNCONFIDENT	UNCONFIDENT	VERY UNCONFIDENT
If yes, how confident do you feel that you have the required knowledge to start a business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If yes, how confident do you feel that you have the required skills to start a business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment

Entry into employment

How to measure:

The National Careers Service gathers data on employment by asking how young people would best define their current working status.

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: Statements 1-5: National Careers Service / ICM Job Confidence Index. Statement 6 added and wording amended.

Which of the following best describes your current working status?

In full-time employment (working 30 hours per week or more)

In part-time employment (working between 8 and 29 hours per week)

Not working but seeking work

Not working and not seeking work

Student

Volunteering or doing unpaid work

Entrepreneur

Sustaining employment

How to measure:

DWP's Innovation Fund classifies a job outcome as 'entry into employment of 16 hours or more per week for 13 continuous or cumulative weeks.'

A sustained job outcome is classified as when a young person has been in employment for 26 weeks where there has been 13 continuous weeks in employment since the job outcome was achieved.

Providers can continue to track the sustainability of employment in 13 week blocks of cumulative or continuous employment beyond the 26 week mark.

Source: DWP Innovation Fund Programme Specific Provider Guidance Round One (Revised 30 May 2012): <http://www.dwp.gov.uk/docs/round-one-provider-guidance.pdf>

Quality of employment

How to measure:

The Workplace Employee Relations Study: Employee Survey 2011 asks questions on pay, hours and job security that can be used to assess job quality (these have been amended slightly to take into account where respondents have more than one job).

How to score:

Administer the survey at two intervals and compare the answers to track change over time.

Source: Workplace Employee Relations Study: Employee Survey 2011: <http://www.bis.gov.uk/assets/biscore/employment-matters/docs/w/11-804-workplace-study-2011-survey-of-employees>

1. What are your basic hours in your current job/s, excluding any paid or unpaid overtime?

Basic hours (to nearest hour):

2. How many extra hours do you usually work in your job/s each week, including overtime or extra hours? Usual hours per week (to nearest hour):

3. Which of the phrases below best describes your job?

- a. Permanent
- b. Temporary – with no agreed end date
- c. Fixed period – with an agreed end date

4. How much do you get paid for your job/s, before tax and other deductions are taken out? *If your pay before tax changes from week to week because of overtime, or because you work different hours each week, think about what you earn on average.*

- a. £60 or less per week (£3,120 or less per year)
- b. £61 - £100 per week (£3,121 - £5,200 per year)
- c. £101 - £130 per week (£5,201 - £6,760 per year)
- d. £131 - £170 per week (£6,761 - £8,840 per year)
- e. £171 - £220 per week (£8,841 - £11,440 per year)
- f. £221 - £260 per week (£11,441 - £13,520 per year)
- g. £261 - £310 per week (£13,521 - £16,120 per year)
- h. £311 - £370 per week (£16,121 - £19,240 per year)
- i. £371 - £430 per week (£19,241 - £22,360 per year)
- j. £431 - £520 per week (£22,361 - £27,040 per year)
- k. £521 - £650 per week (£27,041 - £33,800 per year)
- l. £651 or more per week (£33,801 or more per year)

5. Apart from health and safety training, how much training have you had during the last twelve months, either paid for or organised by your employer?

- a. None
- b. Less than 1 day
- c. 1 - 2 days
- d. 2 - 5 days
- e. 5 - 10 days
- f. 10 days or more

Satisfaction with employment

How to measure:

Overall job satisfaction is measured in the annual government *Understanding Society* survey. To gain a more detailed understanding of a young person's satisfaction with their job, questions can be used from the *Workplace Employee Relations Study* and LSYPE. Satisfaction questions in the *Workplace Employer Relations Survey* (Q3) relating to pay and job security have been removed as these are covered in the LSYPE questions (Q6).

How to score:

Question 1: Administer the survey at two intervals and compare the answers to track change over time.

Question 2:

	A lot	Some	A little	None
Positive statements	5	4	2	1

Question 3:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1

Question 4:

	All of the time	Most of the time	Some of the time	Occasionally	Never
Negative statements	5	4	3	2	1

Question 5 and 6:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive statements	5	4	3	2	1
Negative statements	1	2	3	4	5

Sum scores for all items. Higher scores indicate better satisfaction with employment. * Items marked by asterisks are negative statements and should be reverse scored.

Source: Question 1: Job satisfaction module, *Understanding Society*:
<https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires>

Questions 2-5: Workplace Employee Relations Study: Employee Survey 2011

Question 6: Jobs and Training (Career) module in LSYPE Wave 6:
<https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires>

1. How do you feel about your present job overall?

- a. Completely satisfied
- b. Mostly satisfied
- c. Somewhat satisfied
- d. Neither satisfied nor dissatisfied
- e. Somewhat dissatisfied
- f. Mostly dissatisfied
- g. Completely dissatisfied

2. In general, how much influence do you have over the following?

	A LOT	SOME	A LITTLE	NONE
The tasks you do in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace at which you work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you do your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The order in which you carry out tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time you start or finish your working day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How satisfied are you with the following aspects of your job?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
The sense of achievement you get from your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The scope for using your own initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of influence you have over your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training you receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opportunity to develop your skills in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work itself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Thinking of the last few weeks, how much of the time has your job made you feel each of the following?

	ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	OCCASIONALLY	NEVER
Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uneasy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miserable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How well do the work skills you personally have match the skills you need to do your present job?

	MUCH HIGHER	A BIT HIGHER	ABOUT THE SAME	A BIT LOWER	MUCH LOWER
My own skills are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The following statements are about your current job and your future career. For each statement please select to what extent you agree or disagree with them.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
I see my present job as part of a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see my job as a stepping stone, to provide me with worthwhile experience for my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can't see this job going anywhere, there are no promotion prospects*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am pleased with the promotion prospects available to me in this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job is important and it makes me feel worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job is interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job makes a contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All things considered, I am happy with the level of pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on well with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on well with my boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job is secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acknowledgements

We would like to thank the advisory group for their comments and feedback.

Kevin Ashby, Big Lottery Fund
Shilpi Akbar, Birmingham City Council
Nick Carey and Deborah Skyers, Careers Development Group (CDG)
Tony Wilson, Centre for Economic and Social Inclusion (CESI)
Joe Prendeville, City Gateway
Emily Cattell, Department for Work and Pensions
David Harbourne, Edge
Peter Cobrin, Employment Pathways
Nicola Wagner-Rundell, Impetus
Nicola Moore, London Youth
Daniel Dickens, Participle
Sophie Manning, Private Equity Foundation
Iona Ledwidge, Resurgo
Peter Wells, Sheffield Hallam University
Matt Stevenson-Dodd, Street League
Diana Whitmore, Teens and Toddlers
Helen Heap, Tomorrow's People
Bethia McNeil, Young Foundation

We are grateful to the following individuals and organisations for their input on the research.

Barry Sheerman MP
Clare Coghill, Councillor for Waltham Forest
Philip Curry, Employment Related Services Association (ERSA)
Dan Finn, University of Portsmouth
Paul Gregg, University of Bath
John Philpott, Chartered Institute of Personnel and Development (CIPD)
Julia Slay, nef (the new economics foundation)
Adrian Sladdin, ASDAN
Mohammad Uddin, Tomorrow's People
Nelson Teixeira, Sheree Asomani and Sahad Azad, Careers development Group (CDG)
Sarah Webster, Matt Archer and Bosede Ogunleye, City Gateway
London Employment and Skills Policy Network
Northern Ireland NEETs Strategy Forum
Nigel McKinney, Building Change Trust
Aongus O'Keefe, Community Evaluation Northern Ireland (CENI)
Gladys Swanton, Community Evaluation Northern Ireland (CENI)
Lorraine Boyd, NEETs Forum/Bryson Charitable Group

We would like to thank the following people and organisations for piloting the JET Framework.

Acknowledging Youths
Blackpool Council
Cambridge House
ELBA
Fluency
vInspired

Digital Media Choices
Barnardo's
Princes Trust
Sandy Row Community Forum

Start 360
Tides Training

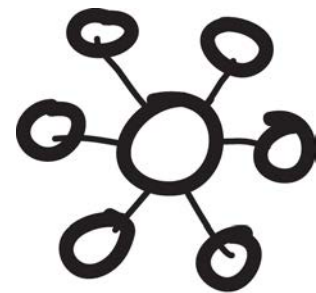
Cooperation Ireland
Appleby Trust/Print Room
Ashton Community Trust
Customized Training Services
Upper Springfield Development Trust
Extern – Moving Fwd Project
South Eastern Regional College
Cedar Foundation

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Produced by NPC for Inspiring Impact

January 2015